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SALARIES AND
SALARY TRENDS OF TEACHERS
IN RURAL SCHOOLS

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., February 26, 1929.

SIR: The training, the tenure, and the professional status of teachers and other professional workers in the rural schools of America are to a large degree circumscribed by the rewards offered, both financial and social. It has long been recognized in a general way that such rewards in rural schools are meager in comparison with those in urban schools and in comparison with those in other gainful occupations. But the detailed facts have not been sufficiently known, and the relationships of these meager salaries to the educational opportunities of the rural child are not fully realized.

This bureau has from time to time gathered and published data to show the status of salaries in rural schools. The logical next step is to measure the improvements that have been effected. Sufficient data are now at hand to permit a study of the direction that rural school salaries are taking, and of the progress that has been made by individual States.

The manuscript here presented shows the salary status of the teachers and other professional workers in the rural schools of the United States for the year 1924-25, and it shows the changes that have occurred in these salaries during a period of years. I recommend its publication as a bulletin of the Bureau of Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

SALARIES AND SALARY TRENDS OF TEACHERS OF RURAL SCHOOLS

Introduction

The most significant single index to the educational opportunities in any given community is the salaries paid to its teachers. If attractive salaries are offered, capable and promising young men and women will present themselves for training in the teacher-training institutions; they will equip themselves with an adequate preparation; they will become joyous and efficient workers in their positions; and they will look upon their work as a profession worthy of their best growth and continued service. With such teachers occupying the schoolrooms other problems of education, such as adequate school buildings and equipment, length of school term, and suitable instructional materials, are soon solved. The law of supply and demand soon operates to raise the standards for preservice preparation and personal fitness, and these in turn bring about other improvements in the means of providing an equitable educational opportunity as well as in the profession itself. But communities which continue to pay insufficient salaries to the teachers of their schools, which make the teaching profession economically inferior to all other professions, and which employ, at the lowest possible stipend, persons who are immature, untrained, and often unfit for the schoolroom can not hope for much in educational opportunity for their boys and girls.

In this land of wealth we may no longer put forward the excuse of "lack of money." It is true that many of the local districts, several of the counties, and a few of the States are taxing themselves heavily in order that their children may enjoy acceptable educational advantages. But in the great majority of cases the very opposite of this is true. Inquiries of recent years into the distribution of taxable wealth and the extent to which such wealth is assessed have revealed astonishing inequalities. Many communities which are pleading lack of money have been found to have much wealth and very low tax rates, whereas in other communities the reverse is true. We must come, somehow, to regard education as a function necessary to the well-being of society as a whole and not merely to the local community. We must also recognize the very essential principle of financing a democratic education: To tax the wealth wherever it is found for

the education of the children wherever they may be. Since education is such an important function of society, especially in a democracy, it would seem that in every State detailed surveys would be made to determine the extent to which even the most remote school community taxes itself for school purposes, and that equalizing funds from county and State would be made available to those communities which are making an honest effort but because of low per capita wealth and low production power are actually prevented from offering salaries sufficient to provide adequate educational opportunity.

Sources and Scope of Study

It is with a view to setting forth more clearly the status and the trends of the salaries paid to a large and important group of the teachers of the public schools of America that the Bureau of Education, through its division of rural schools, has compiled this bulletin. The total number of teachers employed in the public schools of the United States exceeds 800,000; of these approximately 350,000 are employed in the open country and small-village schools. It is this latter group of teachers with which this bulletin is chiefly concerned.

For three successive school years, 1921-22, 1922-23, and 1923-24, data were gathered from county and other superintendents of rural schools of the several States to show salaries paid to country teachers, and the findings were published in Rural School Circular No. 5, Rural School Leaflet No. 24, and Rural School Leaflet No. 39, respectively. In the school year 1924-25 such data were again gathered, but before publishing the results the advisability of making a study of the salary trends for the 4-year period presented itself. After some unavoidable delays it was decided to make such a study and this bulletin was prepared with the dual purpose of making available the findings of 1924-25, comparable to those published in the three previous years, and of presenting by States some indices of the direction that salaries of rural teachers are taking and of the improvements that have been achieved.

The data were gathered through questionnaires sent to county and other rural superintendents of schools of continental United States. These superintendents were requested to report the salaries of teachers and principals of all rural schools under their supervision. The group of rural school workers included in this study is, therefore, as purely rural in character as could be assembled. Teachers under the supervision of county superintendents are, as a rule, only those teaching in rural or semirural areas, and the injunction of the letter of transmittal to limit the report to teachers in rural schools also operates as a selective factor. Not only is the study concerned with a group of purely rural teachers, but it embraces all classes of

rural teachers, including in its numbers those of the colored schools as well as those of the white schools, and including also rural high-school teachers as well as rural elementary teachers.

In order that the study might present a complete picture of the salaries in our rural schools and the direction toward which they are tending, salaries of principals who have charge of larger rural schools were also considered. Comparable data usable for this study were available for three of the four school years considered, viz, 1922-23, 1923-24, and 1924-25. The data were gathered from the same sources indicated above and they embrace all classes of rural school principals.

Another very important group of workers in rural education, whose fiscal remuneration should be considered, if a complete picture is to be presented, is that of the county superintendents. When we consider that practically every rural school in the land is influenced by the leadership and authority entrusted to these functionaries, and that the schools are affected by the passivity as well as by the activity of these officers, we appreciate how significant it is for the welfare of rural education that county school superintendents should be men and women of the very highest caliber, both professionally and personally. It goes without saying that this caliber is largely determined by the salaries offered. Data setting forth the salaries of county superintendents in the several States of the Union have been gathered by the Bureau of Education. Bulletin, 1922, No. 10, Supervision of Rural Schools, contains a table showing the distribution of these superintendents on the basis of salary amounts arranged by two and three hundred dollar intervals. A similar bulletin is now in process of preparation to show the salary status of these school officers in 1928. The former data, it will be seen, fall within the period with which this investigation deals, and the data for the latter date are included in the study because they are the latest available and because they permit a presentation of the changes that have occurred in these salaries.

Proportion of Counties Reporting

The percentage of counties making complete reports has increased with each successive year but for any given year the proportion replying was sufficient in number and distribution to be thoroughly representative for each of the respective States except perhaps South Carolina, North Carolina, and Missouri, for which returns were made by 26.6 per cent, 37.2 per cent, and 44.5 per cent of the counties, respectively, as a 4-year average. Although an average of less than 50 per cent of the counties of these States made reports it is probable

that the distribution is such as to be representative of the States as wholes.

In comparing salary medians and salary increases and decreases for the various years it must be borne in mind that where complete returns were not made it is possible that different groups of teachers are reported one year with the next, and that fluctuations might be due, in part at least, to this cause as well as to actual changes in amounts paid to the teachers. In order to show the extent to which this factor enters into the various data in subsequent tables the percentage of counties reporting in each State for each of the four years is shown in Table 1.

It will be noted that for the Nation as a whole 43.1 per cent of the 3,033 counties of the United States reported in 1922; in 1923 this percentage was increased to 61.3; in 1924 it had increased to 71; and in 1925 nearly 77 per cent of all the counties returned questionnaires reporting the salaries of their rural teachers. It is interesting to observe that for each successive year for which these questionnaires were sent a larger proportion of returns were made both for the United States as a whole and, with few exceptions, for the individual States. Column 11 of Table 1 shows, by States, the average per cents of the counties reporting for a 4-year period and column 12 ranks the States on these percentages. The rank assigned to a given State is therefore a measure of the relative extent to which the data given in subsequent tables include all the rural teachers in that State. Incidentally these rankings may also be interpreted as constituting a relative measure of the degree to which the various rural superintendents in various States have cooperated in these studies.

General Survey of Numbers and Per Cents of Rural Teachers Receiving Salaries of Various Amounts

In terms of aggregate numbers of teachers reported the study shows in Table 2, section A, that in 1922 the counties reported 126,633 teachers; in 1923 a total of 189,573 were reported, in 1924 a total of 242,222 reported, and in 1925 a total of 270,638 were reported. Table 2 also gives the number and per cents of these teachers who are receiving salaries of various amounts graduated in intervals of \$100. Columns 2 to 6 of this table show the salaries paid to each of the five classes of teachers of rural schools in 1925. It will be seen from column 7 that in this year there were a total of 6,408 of these teachers who received salaries of less than \$300 each per school year. Of these, 4,135 were employed in 1-teacher schools, 1,574 in 2-teacher schools, 471 in nonconsolidated schools of three or more teachers in open country, 138 in consolidated schools, and 90 in village schools of three or more teachers. Furthermore, it will be seen from column

8 that 2.37 per cent of the teachers of rural schools were receiving salaries of less than \$300 per year in 1925, 3.96 per cent were receiving salaries ranging between \$300 and \$399, 5.19 per cent were receiving between \$400 and \$499, 6.17 per cent were receiving between \$500 and \$599, etc.

Section B of the same table gives the numbers and per cents of these same teachers cumulatively. Columns 7 and 8 should be read as follows: In 1925 there was a total of 17,134, or 6.33 per cent, of the teachers of rural schools who were paid salaries of \$399 or less per year; 31,183, or 11.52 per cent, who received \$499 or less; 47,919, or 17.69 per cent, who received \$599 or less, etc. It is a startling and incredible fact that during this year a total of 31,183, or more than 11½ per cent of the teachers of the rural schools of the United States who are included in this study, were paid less than \$500 each per year and 185,906, or nearly 69 per cent, were paid less than \$1,000. This latter group includes 106,059, or 90 per cent, of all the teachers of 1-teacher schools; 24,330, or 78.8 per cent, of those of the 2-teacher schools; 11,933, or 68.9 per cent, of the nonconsolidated open country schools with three or more teachers; 21,014, or 50.5 per cent, of those of the consolidated schools, and 22,570, or 35.8 per cent, of those of the three or more teacher schools in villages. The total number of teachers in each of these groups would naturally be increased if all the counties had been reported, and since larger proportions of the counties of the Southern States are missing it may be assumed that the totals of the low salaried groups, especially, must be increased if a complete picture is to be presented.

The cumulations of figures in section B, Table 2, were not carried beyond the salary groups receiving \$999 or less. The purpose of these cumulations was to show in totals the large numbers and proportions of teachers of rural schools who now work for these extraordinarily low salaries. Unless figures are brought together in this manner, it is difficult to appreciate the extent to which these very low salaries prevail.

Columns 9 to 14 of Table 2 present statistics for 1922, 1923, and 1924 similar to those just discussed. Comparing the percentages for the four successive years reveals in general that as we proceed from 1922 to 1925 a smaller proportion of teachers is found in these lower salary groups and a relatively larger proportion appears in the middle and higher salaried groups, indicating that salary trends are slightly upward. To be sure the differences observed are not more than 1 or 2 per cent in any case, but even these minor differences are encouraging when such large groups of teachers are considered.

Table 2 also shows that in 1922, 2.69 per cent of the country teachers received less than \$300 per school year, 7.56 per cent received less than \$400, and 13.13 per cent received less than \$500; in 1923, 1.69

per cent received less than \$300, 5.64 received less than \$400, and 10.84 per cent received less than \$500; in 1924, 2.56 per cent received less than \$300, 6.51 received less than \$400, and 11.61 received less than \$500; and in 1925, 2.37 per cent received less than \$300, 6.33 received less than \$400, and 11.52 received less than \$500. The table also shows that in 1923, 70.61 per cent of the rural teachers received less than \$1,000 per term; in 1924 this group had been reduced to 69.96 per cent, and in 1925, to 68.71 per cent. The figures for 1923 do not quite conform to the general upward tendency noted for the entire period. The data presented in this and other tables reveal that for this year there are not only smaller proportions of teachers in the lowest salary groups, but there are also smaller proportions in groups receiving \$1,200 or more per year. The medians for the various groups are, however, lower for this year than for any other year. The reason for this situation in 1923 can probably be accounted for by the fact that a postwar reaction resulted in a paring down of salaries of rural teachers, especially in the higher salary levels. It is, of course, evident that if actual salary increases are to obtain, the lower the proportions of teachers found in these low salary groups the higher must be the proportion of the teachers who receive the larger amounts.

When we consider that in 1924-25 nearly 12 per cent of the teachers in rural schools were paid salaries of less than \$500, that nearly 30 per cent were receiving less than \$700 per year, and that nearly 70 per cent earned less than \$1,000 per year, is it any wonder that the teachers of rural schools are immature, untrained, and transient? With the promise of such an income is it to be expected that those preparing for rural teaching shall invest much, either of time, money, or energy? To do so would be to insure in advance poor returns on their investments. And how can we expect aught, especially if these teachers are progressive and ambitious, than that they should regard rural teaching as a temporary vocation, a stepping stone, a means to other ends? The wonder is that these low salaries continue to attract to the rural schools teachers of as high a quality as they do, and that these teachers accomplish so much.

Probably the answer to this last query is to be found in the youth of the rural teachers. The rural school now serves to a large extent as a combination of recruiting station and proving ground for the entire teaching profession. These functions of the rural school are probably a good thing for the profession in so far as they supply a place where young teachers may come to earn while they learn (though the earnings are meager), and where they can experiment and find themselves. But it is often hard on the rural schools and the children to whom they minister. Using the rural children as means of proving and improving the teaching skill of those who will ultimately teach urban children

would seem not only unfair to rural communities but it is a wasteful, circuitous process of training urban teachers.

Statistics similar to those of Table 2, but arranged by States, are presented in Table 3, which is based upon the returns for 1925 only and therefore it does not show the trends of salaries for the 4-year period. It does show, however, the percentages of teachers of the several States who receive the various salary amounts. Since the fluctuation from one salary group to another has been comparatively slight one year with the next, the data for 1925 may be accepted as representative of the salary situation in the several States.

To point out a few of the States at the two extremes in the salaries paid to teachers of rural schools will suffice to call attention to the significance of the data in this table and the way in which they should be read. Beginning with the State of Mississippi the returns of 1925 showed that 25.6 per cent of the teachers of this State received a yearly salary of less than \$300, 18.4 per cent received between \$300 and \$399, and 14.4 per cent received \$400 to \$499. Thus in this State a total of 58.4 per cent of the teachers in rural schools received a salary less than \$500 per school year each. In Alabama 16.1 per cent were found to receive less than \$300, 24.8 per cent received \$300 to \$399, and 21.6 per cent received \$400 to \$499, or a total of 62.5 per cent who received less than \$500. In Georgia the percentages are 15.4, 25.3, and 21.7, respectively, with a total of 62.4 per cent of these teachers receiving less than \$500. Other States which show more than 40 per cent of their rural teachers with salaries less than \$500 per school year are Tennessee, with 48.5 per cent of its rural teachers in this group; Arkansas, with 45.7 per cent; Kentucky, with 41.9 per cent; and Virginia, with 40.5 per cent.

It should, of course, be observed that the first three States named are extreme southern States and that the other four are semisouthern in location. In each there are large numbers of schools for colored children. These schools are, on the whole, in charge of very poorly trained teachers and they provide a very short term of school. These factors probably account, at least in part, for the low salaries. They are stated in explanation, not justification. But even such typically northern States as Missouri, Maine, Illinois, Maryland, and Montana show high percentages of their rural teachers receiving salaries less than three, four, and five hundred dollars per year, the respective total percentages of rural teachers receiving less than the last-named amount in these States being 12, 10.5, 3.8, 2.6, and 2.5. A number of these have long claimed foremost rank in matters educational.

Turning now to the other extreme in the salaries paid, it may be observed that in most of the States there is a small proportion of teachers of rural schools who are paid salaries of more than \$1,800 per year. The States which show the largest per cents of rural teachers

in these higher salary groups are, in order, California, which reports 12.7 per cent of the teachers of these schools as receiving salaries more than \$1,800 per year; Nevada reporting 11.7 per cent in this group; Washington, reporting 8.3 per cent; Arizona, with 7.9 per cent; and New Jersey, with 6.9 per cent of its rural teachers reported as receiving these high salary amounts. If the distributions given in Table 2, section A, are reexamined at this point, it becomes apparent that the great majority of teachers who are listed as receiving these larger salaries in 1925 are among those employed in schools with three or more teachers in villages and towns. This may be interpreted to mean that these higher salaried teachers are, in most cases, employed in the high schools, which fact probably accounts to a considerable degree for the high salaries.

It will also be noted from Table 3 that in 20 States the salaries reported range over the entire span from \$300 and under to \$2,000 and over, and that in most other States the ranges are from five or six hundred dollars to \$2,000 and over. These very wide ranges are significant of the wide differences that obtain in the salaries paid, and the consequent educational opportunities they represent. The differences between the extremes, it will be noted, range from 400 to 600 per cent.

To be sure this table includes teachers of all classes of rural schools. If any one class were considered separately the range would in most cases be greatly narrowed. If further information with respect to the distribution of teachers on the basis of these salary intervals and by classes of schools is desired it will be found for the year 1923 in Tables 7, 8, 9, 10, and 11 of Rural School Leaflet No. 24, and for 1924 in Tables 18, 19, 20, 21, and 22 of Rural School Leaflet No. 39. In Table 3 the data for 1925 by classes of schools, similar to those published for the two previous years, were consolidated into one. Since the comparative figures for 1925 are not greatly different from those already published, and since these can be readily found in the foregoing publications, it was thought that this consolidated form, arranged in percentages, would be of greater value because it throws into relief the proportions of teachers in the several salary groups and makes possible the comparison of one State with another.

In order to appreciate the numbers of teachers represented by the per cents given in Table 3 reference should be had to Table 4. This table shows by States the numbers of teachers of rural schools whose salaries fall within the various salary groupings. It may be seen that some States still employ large numbers of teachers at very low salaries. In fact, many of the same observations may be made from this table as those made from Table 3 but with the per cents transposed into actual numbers of teachers.

Salaries of Teachers in Rural Schools Compared with Salaries of Teachers in Urban Schools

Considering now the salaries paid to teachers of rural schools in comparison with those paid to teachers of urban schools the most glaring inequalities become apparent. Table 5 presents the median salaries received by the teachers of the various classes of rural schools and those received by teachers of elementary schools in cities grouped according to the size of the cities in which they are employed. The table shows a consistent increase in the median salaries paid to teachers as one progresses from the 1-teacher rural schools to the schools in cities of 100,000 population or more. According to column 10 the average for the 4-year period of the median salary for the latter class is nearly two and one-half times as great as that of the former. Comparing the median salaries of all classes of rural teachers with the median salaries of elementary teachers in all classes of cities it is found that in 1922 the median teacher of the former received \$861, whereas the median teacher of the latter received \$1,524, a difference of \$663, or 77 per cent. In 1923 these median salaries stood at \$847 against \$1,653, making a difference of \$806, or 95.2 per cent; in 1925 the difference was \$777, or 89.2 per cent; and between average medians for the 4-year period the differential amounted to \$750, or 87.4 per cent.

Comparing the median salaries of teachers of urban and rural schools one year with the next it may be observed that the disparity between these salaries is on the whole increasing. When similar comparisons are made between the classes of either major group it will be seen from column 6 that the first three classes of rural teachers are worse off in the median amount of salary received at the end of the period than they were at the beginning; that the teachers of consolidated schools have made slight gains during the period; and that those in schools of three or more teachers in villages and towns have increased their median salaries during this period by as much as \$114. The comparatively rapid increases in the median salaries of the last-named class may be accounted for by the fact that during the period in question great strides have been made in the development of secondary education in rural areas. Since most of this rural high school work is done in the villages and towns, a larger proportion of high-school teachers is included in this than in any other class; and since the salaries of high-school teachers are always higher than those of elementary teachers, the median salaries for this class are increased.

Considering now the median salaries of the various urban classes it will be seen that all of them show substantial increases for the 4-year period, and that with one exception the larger the class of city the greater the increases received by the teachers employed by

that city. Thinking in terms of salary trends it is clear that among the rural groups salaries have not greatly changed in the 4-year period. Taken as a whole the median salaries of this group suffered a slight decrease in 1922-23 and then began to recover; so that in 1925 the medians for all rural teachers are slightly higher than at the beginning of the period with which this study deals. The urban groups, however, show marked and consistent increases in the salaries of the teachers for all five classes of cities. Salary improvements are, therefore, particularly a rural problem. If rural education is to keep the relative position it has so long occupied when compared to education, poor as that has been, it is clear that we must look seriously to the improvement of salaries offered to teachers of rural schools, and if equality of educational opportunity becomes the goal, drastic measures will have to be employed in the solution of the problem.

One can not escape the conclusion that the great differences between the salaries paid to rural teachers and those paid to urban teachers are unjustifiable. Even if we were to consider the salaries obtaining in each type of school apart from the influence they exert in determining what educational opportunities shall prevail, we can not justify such great disparities. Rural teachers work as many hours per day and more than those of urban schools; they labor as strenuously and as faithfully; and they are as much in need of the bare necessities of life as are their sisters in the largest cities. The salaries of great numbers of rural teachers clearly do not take into account these factors commonly recognized in fixing the wages of other workers. To be sure, the number of months of service given is another factor to be considered here but, as will appear later, the average length of the school term in 1924-25 in city schools is only 17.3 per cent greater than the average length of term for all classes of rural schools, and salary medians for the same year are more than 89 per cent greater in the former than in the latter. Only a small part of the differences in salaries can, therefore, be charged to this factor, and such additional time as does become available to the rural teachers for purposes of augmenting their meager earnings must be marketed as transient employment which is usually not highly paid. General observations indicate that most of these teachers find no gainful employment whatever during the interim between terms.

But teachers' salaries can not be considered apart from the influence they exert upon the lives of the school children. It is a basic principle of economics that the price of a commodity bears a direct relationship to its quality and its desirability. School salaries do determine to a large extent the intelligence, the training, the scholarship, the tenure, and the professional attitude of the teachers

attracted to and employed in any given section of our educational system. The importance of these factors in determining the nature and character of the educational opportunity of the child is self-evident. If the general premise is granted, that the salary is the chief factor in providing efficient teachers for the schools, and if we grant the importance of these teachers to the child's educational welfare, it must be concluded that the great salary differences now obtaining between the various types are unfair to the children and contrary to the democratic principles to which our system of education is committed. The extent of the disparities, especially between urban and rural schools are, therefore, as unfair to the children as they are to the teachers.

A great many facts, other than those pointed out, can be found in Table 5, but this table, at best, is intended to present a general picture rather than a detailed one. For more specific data with regard to salary median by States for the various classes of rural teachers and the trends of these salaries for the 4-year period, Tables 9 to 13 of this study should be consulted. Comparable data for city schools may be found in the various research bulletins of the National Education Association.

Comparative Salaries of Teachers and Length of School Term

Objection will probably be raised to the inference that salaries of urban and rural teachers should be equal. The argument may be advanced that salaries of teachers are fixed with reference to the term of employment, and that city teachers in justice should get larger salaries than rural teachers because they work more days per year. It will probably be claimed further that variations occur between the median salaries of the various classes of rural teachers for the same reason. The lengths of the school year in days were reported by the county and other rural superintendents of schools and they are presented for the school year 1924-25 in Table 6. The figures for this year may be accepted as a fair representation of the length of the school term in the various classes of schools for the period in question. Changes in this respect are gradual and, to a large extent, the various classes of schools tend to keep about the same relative position one year with another. The table also gives the length of the school term obtaining during the year 1925-26 in the cities of the various States. The most comparable figures available for city schools were those for 1925-26. Data on average lengths of school term taught by the several classes of teachers are here given in order that we may see objectively in how far this factor can be accepted as satisfactorily accounting for the salary differences

obtaining between the classes of rural schools and between rural and city schools.

It will be seen in general from Table 6 that as we go from the smaller schools toward the larger schools the length of the school term increases. The average length of the school term for consolidated schools is 18 days longer than that in the 1-teacher schools, village schools are in session an average of 26 days longer, and city schools are in session an average of 33 days longer. That is to say, teachers in consolidated schools are employed for a period which is 12 per cent longer on the average than are the teachers in the smallest rural schools, village teachers 17.3 per cent longer, and city teachers 22 per cent longer. By comparison, teachers of consolidated schools were paid during the same year a median salary 30.9 per cent higher than teachers of 1-teacher schools; in village schools they received a median salary 47.7 per cent higher; and in city schools they received a median salary 116.6 per cent higher.

If the average length of term in all classes of rural schools is compared with the average length of term in city schools, it is found to be 156 days and 183 days, respectively, the latter being only 17.3 per cent longer than the former. It should, however, be observed that the measures entering into these averages were not properly weighted and that the averages for consolidated and village schools are to a large extent responsible for the high average obtained for the rural schools as a whole.

The figures given for rural schools should in many cases be reduced by three or four days because the reports did not exclude days when schools were closed for district or county institutes. This fact does not seriously influence the validity of the above comparisons because attendance upon teachers' institutes is, as a general thing, compulsory; and these days should therefore, in justice, be included in the teacher's salary period.

A great many important facts may be obtained from the data given in Table 6 other than their relationship to comparative salaries. Length of school term may be taken as an index of the educational opportunities obtaining in the various classes of schools in the several States, and in rural as compared to urban communities. Allowing 20 days to the month there are 4 States in which the 1-teacher schools are in session an average of less than 6 months per year, and 6 other States in which the average term for 1-teacher schools is less than 7 months; 2 States show an average school term for 2-teacher schools of less than 6 months, and 6 others an average of 7 months; and 4 States show an average term of less than 7 months in the nonconsolidated 3-teacher schools in the open country. For all the other classes of schools the average length of the school term is greater than 7 months in all States. To put it differently, 8,599 teachers

employed in the rural schools of 4 different States teach an average school term between 5 and 6 months. On the other hand, 6,207 teachers of rural schools distributed over 3 States teach an average term of between $9\frac{1}{2}$ and 10 months in length.

The 8 States which lead in average length of school term they provide for rural children are, in order, Rhode Island, New York, Maryland, Michigan, New Jersey, Connecticut, Delaware, and Wisconsin; and those which lead in length of term provided in city schools are Maryland, New Jersey, Illinois, Michigan, Missouri, New York, Pennsylvania, and Delaware. According to these figures the average length of school term in days is slightly longer in the rural schools of New York and Rhode Island than that in the city schools, but in all other States city schools provide a much longer school term per year. In Alabama and Mississippi, city schools are in session an average of more than 2 months longer than rural schools; in Arkansas, North Carolina, Florida, and Georgia city school terms average more than $1\frac{1}{2}$ months longer; and in South Carolina, Texas, Kentucky, Indiana, Illinois, Missouri, Pennsylvania, and Virginia, they average more than 1 month longer.

Thinking in terms of comparative educational opportunities and assuming an average of 20 pupils per teacher it may be estimated that there are at least 171,980 rural school children who have a school opportunity averaging only 5 to 6 months per year and at least 124,140 rural children who may enjoy an average school opportunity of $9\frac{1}{2}$ to 10 months per year, a difference in time of nearly 50 per cent. Thus we may see how greatly school opportunities vary even in the rural schools when compared on this basis. In the city schools nine months and more is the rule rather than the exception and many have adopted a 10-month school term. With such very great differences in school opportunities, is it any wonder that there is more retardation, elimination, and inferior educational accomplishment in the smaller than in the larger schools, and in the rural schools as compared to the city schools?

Cost of Living and Rural Teachers' Salaries

Other reasons may also be cited to justify the differences in salaries paid to teachers of the various classes of rural schools, and particularly to justify the very advantageous position held by salaries of city teachers. Differences in costs of living will be advanced, and their pertinency and importance must be granted. No adequate figures are available to show the extent to which the costs of living of city teachers are higher than those of rural teachers, but whatever these differences are it can be shown that costs of living are to a large

degree proportionate to the standard of living that may be enjoyed. In other words, the higher the cost of living, the greater are the comforts and enjoyments of life that may be obtained. The very poor conditions under which rural teachers are compelled to live must, in fact, be regarded as another factor operating against inducing teachers of high quality to prepare for rural teaching as a field of endeavor and to keep them in the rural schools once they enter this work. Rural teachers, therefore, not only receive a lower monetary income for their services but they are at a great disadvantage when we consider the intangible incomes of life. In terms of an equitable educational opportunity for the rural child this second factor is a very pertinent influence.

In order to overcome the effects of living conditions in rural communities upon the quality and the training of those attracted to rural teaching, attempts are made in some localities to find ways and means of compensating for this factor. Several States have been experimenting with various types of bonus schemes. Maryland, which has enacted a State salary schedule providing for salary minima graduated according to training and tenure, makes the specific requirement that a teacher of a 1-teacher school who holds a first-grade certificate shall receive at least \$100 a year more than other teachers of the State similarly certificated. The State of Wisconsin provides that any teacher who continues to serve in a 1-teacher school after a probationary period of one year shall receive through State aid an increase of \$2 per month for the second year, \$4 per month for the third year, and \$8 per month for each succeeding year so employed; and a teacher who is a graduate from a 2-year rural course at a State or county normal school and who continues to teach in the same rural school after the first year is entitled to additional State aid of \$10 per month for the second year and \$15 per month for each succeeding year. Other States employ scholarships and other special preferences to offset the unattractiveness of teaching and living in the country. In some instances local communities offer special inducements for the same reason.

Those who have considered seriously the problem of bringing well-trained, successful teachers to the rural schools and keeping them there are coming to realize that the low cost of living in rural communities does not justify low salaries. Instead a low cost of living is now interpreted as an index of meager living conditions and as a deterrent to trained and experienced teachers. It is recognized that a State salary schedule must not only provide equal pay for equal training and experience but it must consider the conditions under which the teachers must live and work.

Relationship of Training to Rural Teachers' Salaries

Differences in preservice training will also be urged as a justification for paying higher salaries to the teachers of the larger rural schools and the city schools than to teachers of smaller rural schools. That there is a very marked difference in the amount of such training, as we proceed from the smaller toward the larger schools, will be readily admitted. It might even be found, if computations were made, that these differences in training are even greater than the relative differences in salaries. If the teachers only were considered, these differences in salaries could, therefore, be in part justified on this basis. But schools do not exist for the teachers. Their purpose is the education of children, and children are bound to suffer when teachers are inadequately prepared for their work. It may be expected that so long as such inordinately low salaries are permitted in the rural schools so long will the teachers of these schools be poorly trained. And not only will they be poorly trained, but they will be of poor quality as well. Findings in Pennsylvania may be taken as an example at this point. The median salary paid to teachers of 1-teacher schools in Pennsylvania is only a little below the median for this class of teachers for the United States as a whole. Excellent progress is indicated in this State in improving these salaries. And yet C. E. Myers, research secretary of the Pennsylvania State Educational Association, in discussing the salary situation in that State, points out that unless higher salaries are paid in the 1-teacher schools than have been paid during the past nine years, the goal of placing teachers with two years of normal school training into all the rural schools of Pennsylvania will not be accomplished for generations to come.¹

Raising certificate standards can not solve the problem without comparative increases in salary, for when these standards are higher than the salaries justify, then young men and women will enter other branches of the profession or other vocations where the economic returns are more commensurate with the time, energy, and cost demanded in preparation. The law of supply and demand determines price. If a better commodity in terms of better-prepared rural teachers is demanded, the price must be proportionately increased or the supply will fall. Conversely, higher prices in terms of better teachers' salaries will increase the supply, and this in turn will tend to raise the quality of the teachers demanded.

On the other hand, it should be pointed out that certification changes should keep pace with the salary increases achieved because, at best, school boards have great difficulty in discriminating between teacher qualifications. Unless the minimum requirements are definitely fixed

¹ C. E. Myers, Adjustment of the Supply of and the Demand for Qualified Rural Teachers—the State's Problem. U. S. Bureau of Education, Bulletin, 1928, No. 6, p. 40-43.

poorly prepared teachers who will more readily accept unfavorable contract conditions will be awarded teaching contracts in preference to the better-trained teachers who would not accept such conditions. This would tend to defeat the improvements aimed at by salary increases. Studies of the adjustment of supply of and demand for qualified teachers in Ohio have revealed the fact that teachers of that State with inferior training are able to secure positions at the expense of the better trained, and that as a result there is an oversupply of the latter.²

Sufficient evidence has been advanced in recent years by numerous salary studies, especially by those fostered and published by the National Education Association, to show that teachers of city schools are not adequately paid when compared with workers in other comparable professions or vocations. If these findings are accepted at their face value, and if we now consider the very much lower salaries which prevail among the teachers of rural schools, the critical condition of the rural schools in this respect becomes apparent. In some way the very important function of rural education must be put into more competent hands and this can not be brought about without greatly increasing the salaries of the teachers of these schools and without reducing the unjustifiable disparities which now obtain between the salaries paid in rural and in urban communities. The problem, therefore, would seem to resolve itself into the task, first of all, of raising all school salaries to such a level as to attract to the schools workers of a quality and training commensurable with the responsibilities devolving upon this service and to enable education to compete favorably with other professions; and, secondly, to equalize the salaries of teachers so that the small schools, and particularly the rural schools, may compete for high-class, well-prepared teachers on equal terms with the larger schools. This may necessitate not only the equalization of urban and rural salaries, but it may actually warrant a bonus for services and continued tenure in the rural schools to offset the various other disadvantages of rural teaching. Probably the only way in which this problem can be solved is by state-wide salary schedules, scientifically determined and practically administered, with the support of a workable State equalization scheme with respect to fiscal resources.

Status and Progress of Salaries in Rural Schools Considered by States

Friendly competition is always a wholesome force, which, if properly safeguarded, tends toward improvement. Such competition is possible only as related measures are definitely matched and placed

² A. F. Myers, Adjustment of the Supply of and Demand for Qualified Teachers—the State's Problem, U. S. Bureau of Education. Bulletin, 1928, No. 6, p. 35-40.

in comparative positions. It was with a view to enabling any particular State to see at a glance how it compares with other States in the salaries paid in its rural schools and the direction and rate of the trends of these salaries during the 4-year period in question that an attempt was made to assign a rank number to each State. The results of these rankings are presented in Table 7. The rankings in amount of salaries paid were arrived at by arranging the salary medians in the order of their magnitude, assigning first rank in each class of teachers or principals to the State in which the salary medians averaged highest for the four years. It was thus found that teachers of 1-teacher schools, 2-teacher schools, 3-teacher schools in the open country and teachers of consolidated schools achieved the highest average salary medians in the State of California and as a result this State was given rank one in these four instances. For highest salaries paid to teachers of three or more teacher schools in villages and towns and to principals of elementary schools, Nevada holds first place. In the case of principals who have charge of both the elementary and the high-school work of their localities, New Jersey showed the highest average of median salary, and for those who have charge of rural high schools only the State of Washington achieves first rank. The States holding the lowest rank in the average median salaries paid are Mississippi in each of the first three classes, Georgia in the next two classes, Arkansas in the next, Alabama in the next, and Arkansas again in the last.

For the purpose of securing a series of measures which would give to each State a comparative position with respect to the salaries paid to the workers in all classes of rural schools the rank numbers of each State for the various classes were added together. The States were then assigned rank positions based on these composite numbers. It was found, as can be seen from column 10, Table 7, that when the rankings resulting from the average median salaries of the several classes were compounded in this manner the States assuming the first 10 positions are as follows: California, Nevada, Arizona, Washington, New Jersey, Connecticut, Montana, New York, Massachusetts, and Wyoming. The States holding the lower 10 composite ranks, beginning with the lowest, are Georgia, Arkansas, Virginia, Alabama, Mississippi, Texas, Kentucky, North Carolina, Tennessee, and Florida.

It should, of course, be borne in mind when considering these rankings and comparisons that no account has been taken of the extent of the intervals between the average salary medians in the several States. That is to say that no attempt was made either in the simple or in the compound rankings to weight rank numbers to show how much the average median salary in a given class is higher in one State than in the State holding the next lower rank. It follows that

the rank number of a given State merely tells whether the average median salary for a particular class of teachers is higher or lower than the average median salary for that class in another State, but it does not tell how much higher or lower that median is. It is recognized that a rank difference of one is not a true measure of the actual differences in amounts of salary paid. The amounts of these differentials are significant, and if proper proportionate values could be assigned much larger intervals would obtain between some ranks than between others. If more detailed data are desired as to the amounts of these differences reference may be had in the case of teachers to Tables 9 to 13 and, in the case of principals, to Table 14.

Then, too, in the composite rankings any given rank number in one class was treated as equal in magnitude with the same rank number in another class. That is, a rank of one in the average median salary paid to teachers in 1-teacher schools was given no greater weight in determining the composite rankings than a rank of one in salaries paid to high-school principals, although a given rank accorded to the former may be very much more important than a similar rank in the latter, or vice versa.

Such weightings were not attempted, first, because it would involve a process of computation too complex for the purposes to be served by this bulletin; second, because the detailed tables furnish data from which such weightings may be approximated by those who wish this information; and, third, because the relative importance of a teaching position as compared to a principalship, for instance, has not been determined. The number of teaching positions in the 1-teacher schools is much greater than the number of principalships. It may be argued, therefore, that a given rank in the former is of greater significance as a measure of educative well-being than the same rank in the latter. On the other hand, each principalship indirectly affects the educational welfare of large numbers of children, and these influences are fundamental in character. The greater importance of a principalship ranking may be urged for that reason. The difficulty of assigning numerical values to the various factors which would enter if all phases of this argument were interposed here can readily be appreciated, and the reason for a less refined technique becomes evident. As a means of indicating the relative achievements in rural teachers' salaries the rankings may be accepted as valid.

A general inspection of the rankings on the basis of the salaries paid by the several States reveals, with few exceptions, those States leading which usually occupy foremost positions in educational affairs; the Southern States, by and large, achieved the lower rankings. Since certain States have made heroic efforts to improve their educational status in recent years it was deemed wise to attempt another ranking of the States which would take into account this effort

toward improvement. The second half of Table 7, therefore, presents another series of rankings based upon the salary increases and decreases for the 4-year period. The median salaries paid to the various classes of rural workers in the several States in 1921-22 were taken as base numbers and the differences found when compared to the respective median salaries in 1924-25. Next, the increases and decreases were reduced to per cents and their ranks assigned in the order of their magnitude, assigning first rank in each class to the State which effected the greatest increase during the period. It will be seen from the footnoted numbers in these rankings that in a large number of States decreases in rural school salaries have occurred. The State showing the largest decrease in any given class was naturally placed at the foot of the list.

Some interesting rearrangements become apparent when the States are ranked on the basis of progress. In the case of 1-teacher schools, for instance, the State of West Virginia has a rank of 33 in salaries paid, a position very near the foot of the third quartile. When we consider the progress made during the past four years this State achieves first place. Reference to Table 9 reveals a rise in the median salary for this class of teachers in West Virginia from \$576 in 1921-22 to \$731 in 1924-25, an increase of 26.9 per cent. Other notable improvements in salaries in 1-teacher schools may be cited in the cases of Tennessee and Georgia. The former, occupying fortieth place in salaries paid, achieves fourth place in salary increases and the latter previously ranking 47 shows the fifth highest proportionate increase. Honorable mention may also be made of the excellent improvements indicated in the salaries in 1-teacher schools of the following States, all of which are found in the lowest half of the States when ranked in the salaries paid in these schools: Pennsylvania, Maryland, Missouri, Delaware, New Hampshire, and Kentucky. A number of States rank high in salaries paid to the teachers of these schools and they also rank high in the increase for the 4-year period. Foremost among this group are Connecticut, Rhode Island, Nevada, and Arizona. States of another group not only rank low in the median salaries paid in 1-teacher schools but they also show a distinct trend downward for the 4-year period. The States of Alabama, South Carolina, Mississippi, Texas, Louisiana, and Florida should be cited in this list. The States of New Mexico, North Dakota, Nebraska, Illinois, Minnesota, South Dakota, Iowa, Montana, and Oklahoma show severe reductions in the salaries paid in 1-teacher schools.

The status of salaries and salary trends in 1-teacher schools has been analyzed here in some detail because, after all, these are the schools that stand in greatest need of improvement and they employ the largest proportion of the teachers included in this study. Table 8

shows that for the United States as a whole 43.5 per cent of the rural teachers are teaching in 1-teacher schools and that in eight States—South Dakota, Minnesota, Kentucky, Montana, Wyoming, Nebraska, Wisconsin, and Missouri—more than 60 per cent of their rural teachers teach in small, isolated 1-room schools. The States named show percentages of 77.5, 74.9, 70.5, 64.3, 63.3, 62.9, 62.5, and 61.4, respectively. Any increments or decrements in salaries of so large a proportion of rural teachers vitally affect the educational welfare of large numbers of rural communities and rural boys and girls. The extent to which this is true can only be appreciated fully when we consider how completely the teachers of 1-room schools have within their keeping the educational opportunities in these communities. The quality and the training of these teachers are factors of enormous importance in determining what the education of rural boys and girls shall be and both of these factors are directly dependent upon the salaries offered in these schools.

Analyses similar to those here attempted could be made in each of the other classes of teachers and principals. For a general index to salary conditions in the several States the rankings in Table 7 will be found valuable, but for a detailed study of the status of these salaries and the direction in which they are tending, data as to the actual median salaries paid to the various classes of rural workers in each of the four years should be sought. These medians, together with the amounts and percentages of increment or decrement from year to year, will be found in Tables 9 to 13. A comprehensive understanding of the salary problem in rural schools can be obtained from these detailed data. Reference should also be had to the per cents of teachers in each reported class as given in Table 8, if the relative significance of the data for each class is to be appreciated. The last-named table, to be sure, gives these data for the year 1924-25 only, but a comparison of the respective percentages in this table with those published for the two previous years shows a high degree of similarity except that the proportion of 1-teacher schools has gradually decreased and that of the consolidated schools has increased.

Column 19 in Table 7 gives the result of a composite ranking of the several States on the basis of salary increases for the 4-year period. This ranking was reached by a technique very similar to that employed in determining the rank order of States with respect to salaries paid and as described in column 10. Again no attempt was made to weight the component rank numbers on the basis of either their numerical or their professional importance. Neither do the ranks indicate how much the proportionate salary increase is greater in one than in another. Thus the same fallacies are apparent in this as in the composite ranking previously discussed. The following States appear in the highest quartile when the progress ranks of all

classes are thus combined: Maryland, New Hampshire, Pennsylvania, Kentucky, California, Missouri, Wyoming, Rhode Island, Maine, New York, South Carolina, and Michigan. These States may therefore be regarded as showing the greatest general increases in rural school salaries for the 4-year period. In some instances, as will appear later, the very excellent progress indicated here merely means that these States have come to realize how intolerably low are the salaries paid in their rural schools and that they are now making heroic efforts to improve this condition. In other instances these increases actually place the State in the forefront rank of rural education. Those appearing in the lowest quartile when the seven rank numbers are combined, beginning with the lowest, are North Dakota, Mississippi, South Dakota, Georgia, Oklahoma, Kansas, Alabama, Idaho, New Jersey, Florida, and Texas. That is to say, for example, that the State of North Dakota occupies the lowest rank in the per cent of salary increase received by its various rural school workers, for the 4-year period studied. Indeed, salaries of all classes of its rural teachers have actually suffered cuts during this period ranging from 10 to 22.4 per cent. Salary figures for rural school principals, which were available for a 3-year period only, 1923-1925, show substantial increases in this State for the period in question, but when compared to the increases in salaries achieved by these principals in other States North Dakota is again crowded to an inferior position.

In order to get a true appraisal of the status and trends of salaries in rural schools, as indicated by the four years studied, the two composite rankings should be considered together. It will thus be seen that certain States—Kentucky, Missouri, and South Carolina, for instance—find a place in the lowest quartile when ranked as to salaries paid, but they appear in the first quartile when ranked on the basis of the increases achieved in these salaries during the four years. That is to say, that salaries in these States were very low at the beginning of the period studied, and the improvements shown may be interpreted as indicating that these States have become aware of the salary problem in their rural schools and are making strenuous efforts to solve them. It does not always mean that the salary medians of all classes of teachers have been increased in these States. In some cases medians actually show decreases, but other States show greater decreases, leaving the States here named in a more favorable rank position. It should be pointed out that when a State either holds its own in amounts of salary paid or permits only slight decreases while other States show large decreases, such a State is here regarded as showing progress.

If second quartiles were considered a large number of States would show that they are slowly improving the status of the low salaries paid to rural teachers and it may be assumed that they are conse-

quently improving the status of their rural schools. The salary trends in these States can be interpreted as hopeful of better rural school conditions in the near future.

On the other hand, the States which appear in the lowest quartile when ranked on the basis of median salaries paid, and which also find a place in the lowest quartile, when ranked on the basis of the proportionate increases achieved (actually decreases in most cases), need to give very serious consideration to the salary problem if their rural schools are to become all that they should be, and if the educational opportunities offered in them are to achieve parity with those obtaining elsewhere. Examples of this class are such States as Mississippi, Alabama, Florida, and Georgia. If second quartiles were considered, Texas, Indiana, Delaware, Utah, and Arkansas should also be cited as States in which salaries and salary trends of rural teachers indicate that conditions in their rural schools need especial attention. A number of States which rank high in the median salaries paid rank low in the per cent of increases. New Jersey and Montana may be cited as examples. This probably indicates that these States are not further increasing the already comparatively high salaries paid to teachers in their rural schools. At any rate, no serious salary decreases are recorded and no consistent regressive trends are observable. It should be noted at this point that slight fluctuations in salaries, either upward or downward, may be the result of chance and have, therefore, no significance.

A number of States which show high salary medians also show continued increases for the period studied. Notably among these are California, Wyoming, and New York. With salary medians already above the average and with evidence of comparatively rapid increases the outlook for rural education in these States is promising. When all phases of the rural salary problem are considered these States are not alone in this favorable position as regards their rural schools. Taking into account both the amount and the increases in the salaries paid, the following 15 States may be listed in order as standing foremost in the matter of rural salaries: California, Washington, Arizona, New York, Wyoming, Maryland, Nevada, Connecticut, Michigan, Pennsylvania, Oregon, Wisconsin, New Hampshire, Rhode Island, Colorado. The list, it will be noted, includes seven States which are commonly regarded as far western and six which are usually placed among the far-eastern States. In these sections salaries of rural teachers may, therefore, be regarded as encouraging. It is to be deplored, however, that in a number of States, especially in the southern sections of the United States, where salaries of rural teachers have always been very low, these salaries not only continue to be low but few if any improvements are noted except in a few isolated States. It seems also a serious matter educationally that in the agricultural

mid-west, where salaries paid to teachers of rural schools have never been much above the average, so very few of the States show evidence of improvement. Indeed, in several a serious downward trend is indicated.

As far as the salaries of the five classes of rural teachers are concerned it seems necessary now only to explain the arrangement of the detailed data as presented in Tables 9 to 13. The points significant to the analysis of the status and trends of salaries in any given class may then be readily found and the comparisons of one State with another easily made. To attempt a full analysis of each of these points would unnecessarily prolong this discussion, and when the tables are once thoroughly understood they will undoubtedly reveal details of such peculiar and individual interest to the reader that it would be most difficult to anticipate them with any degree of completeness.

Tables 9 to 13, first of all, give the salary medians by States for each class of teachers and for each of the four years studied. Columns 4, 6, and 8 of each table show the differences in dollars between the medians for any given year and those for the year just preceding. The pluses and the minuses indicate whether a stated difference represents an increase over the preceding year or a decrease. Column 9 of each table shows the algebraic sum of these differences, or the combined increases and decreases, for the three years following 1921-22, the beginning year. The combined difference for the several years, it will be noted, is equivalent to the difference between the salary median for 1921-22 as the first year and that for 1924-25 as the last year of the period. In column 10 of each table these combined differences are reduced to per cents. The data given in this column, therefore, not only show the extent of the increases and decreases in median salaries for the period as reported by the several States, but they reduce these increases and decreases to a comparable basis. It may thus be seen at a glance, for instance, how much of an increase or decrease has occurred during four years in the median salaries of the 1-teacher schools of a given State and how this increase or decrease compares with that of another State. The data in column 11 are the averages resulting when the medians of the four successive years are taken together. These averages were found in order to arrive at a reliable index of the status of the salaries of the various classes of rural teachers by States. It was believed that the average of the medians by States for the four years would more nearly constitute a true measure of how low or how high these salaries are than those of any single year. It was upon the basis of these average median salaries that rankings were made to show the comparisons between the amounts of salaries paid in the various States. These rankings have already been discussed.

Status and Trends of Salaries of Rural School Principals by States

Attention should now be given to the salaries and salary trends of the principals of rural schools. Comparatively few of the schools in rural centers are so fortunate as to have their educational affairs directed by such a functionary, but since the duties of the principal and the influences he exerts affect the educational welfare of a much larger group than do those of the individual teacher the statistics here presented are important. This class of rural school workers is more and more becoming a factor of importance in the welfare of rural education. The emphasis placed in recent years upon the supervisory function of these officials has resulted in higher professional standards set up by the several States. It is difficult to say whether improvements in professional status have resulted in higher salaries or whether higher salaries have stimulated professional growth, but there can be no doubt that one of the surest ways of stimulating men and women to prepare adequately for this important school service is to raise the economic status of the profession.

Salaries determining the selection and professional proficiency of these rural-school workers, are worthy of careful scrutiny and an attempt will here be made so to arrange the available statistics that their salary status and its progress may become readily apparent. The questionnaires for 1923, 1924, and 1925 gathered the statistics of the salaries paid to these classes of rural school principals, namely, principals who have charge of elementary rural schools only; principals who direct the affairs of schools, including both the elementary and the secondary sections; and principals who have charge of rural secondary schools only.

Table 14 gives the status and the trends of the salaries of rural school principals by States and in some detail. No adequate data were available from which to compute medians, hence the salaries presented in this table are given in the approximate averages. Since the medians employed in the tables dealing with the other classes of rural workers were of necessity also partially approximated, the averages appearing in Table 14 are accurate if not entirely comparable. Indeed, it should be stated at this point that medians were used in the case of teachers and averages in the case of principals because the data for the period from which these tables were constructed were such as to limit the statistical technique employed in each case. For purposes of this study, dealing as it does with central tendencies only, medians and averages may appear in juxtaposition if not used interchangeably without incurring the risk of serious mathematical errors.

Aside from the point of availability there are reasons justifying the use of medians when studying the comparative salaries of teachers, and averages when studying those of principals. Medians may

be used only where large numbers are involved and where these numbers approximate the normal distribution curve. These conditions are true only in the case of teachers, as can be seen from Table 2. The total number of teachers reported ranges from 189,576 in 1921-22 to 270,638 in 1924-25. The total number of principals in any given year, however, was only a small fraction of the number of teachers, as can be seen from the 1924-25 statistics given in Table 15. In fact, the number for many States becomes so small when the principals are separated into the three classes that the use of the median as a measure of central tendency becomes untenable.

Inspecting Table 14 cursorily one is impressed with the very large increases which seem to have occurred in the average salaries of rural school principals. Close analysis, however, of the facts shown in Table 15 reveals that this apparent growth in salaries must to a large extent be explained by the elimination from the class of principals in the years following 1922-23 of certain persons who did not logically belong in this class. Table 15 shows that for 1922-23, the first year in which data for principals were gathered, a total of 12,500 such functionaries were included in the study; that for 1923-24 a total of only 7,373 were shown, and that by 1924-25 the total number included has dwindled to 6,071. The only way these decreases in number can be explained is by concluding that in the successive studies the technique of determining who should be included among the principals has become more and more refined and as a result larger and larger numbers were eliminated. It becomes apparent, therefore, that in the earlier questionnaire reports teachers who taught the most advanced subjects or classes in the two or three teacher schools were reported as principals and that in the later returns these were classified, as they should have been, among teachers. The inclusion among the principals of these teachers who invariably receive lower salaries clearly resulted in lower salary averages for the principals and their exclusion thus partially accounts for the large increases indicated in Table 14. It is, of course, evident that most of these misplacements have occurred in the case of elementary school principals. These apparent salary increases, therefore, become most evident in this particular class.

When these precautions are borne in mind the data shown in Table 14 may be regarded as adequately showing the status and trends of the salaries of rural school principals during the 3-year period. The table as a whole presents data similar in detail to those given for teachers in Tables 9 to 13, and it may be read in the same way. Comparisons between States reveal wide differences in salaries paid to these important groups of rural school workers. Statistics given in columns 14, 15, and 16 show increases and decreases occurring during this period between the salary averages of 1922-23 and

those of 1924-25. In columns 17, 18, and 19 these amounts have been reduced to per cents, thus permitting comparisons between the three classes and between the States. Despite the conditioning factors pointed out above the data here given must be interpreted as indicating, with few exceptions, substantial and consistent increases, and it may be concluded that the future of the rural schools, in so far as they are affected by the salaries of the principals who have charge of them, is encouraging. If the true status and direction of these salaries in any given State is desired the data given in Table 14 should be considered together with those presented in Table 15. The latter table, showing the number of principals by States and by years, lends significance and conditions the validity of the computations in the former.

Some interesting comparisons can be made between States in the salaries paid to principals of rural schools when we consider Tables 16 and 17. The former is similar to Table 2, giving a distribution of the numbers of these principals by States who, in 1924-25, received salaries of various amounts arranged in \$100 intervals. The range begins with those receiving between \$400 and \$499 per year and ends with those receiving \$3,000 per year or more. The latter table was constructed from the data appearing in this distribution, reducing the number receiving the various salary amounts to per cents. By referring to these tables it can be seen that in the school year 1924-25 there were in some of the States large proportions of these principals who received less than \$1,000 per year. For the United States as a whole 2.7 per cent received less than this amount and the median salary is found in the \$2,000 to \$2,999 interval. The median salaries of rural school principals for the several States can easily be found from these tables and a comparison of the various percentiles of one State with those of another is readily possible. Table 17 shows that 11.2 per cent of the principals of rural schools of the United States receive salaries of \$3,000 or more. Reference to Table 18, which gives the distribution for 1924-25 of these principals by salary and by classes, reveals that the low salaries are by and large paid to those who are principals of elementary schools only, but that in the higher salary reaches this class also seems to hold its own when compared to the other classes. Computations similar to those presented for the teachers in Table 2 may be made from Table 18, and comparable points of significance could be isolated. Suffice it to observe that in 1924-25 there were still rural school principals who were receiving less than \$400 per year but that the large proportion were clustering closely about \$2,000 as a salary figure.

Tables 16, 17, and 18 give the statistics for 1924-25 only. To have included similar tables for the two previous years would have unduly prolonged this bulletin. Since the data for this year seemed to

be most nearly representative of those who should be included as rural school principals and since the matter of salary trends can not be clearly shown due to the brevity of the period and to the conditioning factors inherent in the statistics published in the previous years it was thought best to present data for this one year only. If similar data for the years 1922-23 or 1923-24 should be found necessary they can be computed from the studies published as Rural School Leaflets Nos. 24 and 39, respectively.

Salaries of County and Other Rural Superintendents of Schools in 1922 and 1928

In order to present in their entirety the salaries and salary trends of rural school workers, some attention should be paid to the pecuniary compensation attached to the office of county superintendent. It will be recalled that the questionnaires upon which the major portion of this study depends for its data were gathered from the several county and other rural superintendents of schools. It will be the purpose of this phase of the study to extend its inquiry to the informers themselves in order to see in a general way what salaries are paid them and what direction any changes in these salaries are taking. The significance to the educational welfare of rural schools of the salary conditions relating to the county and other rural superintendents is readily apparent. Since teachers of rural schools are as a class receiving very little pay for their services; since they are commonly found to be young, inexperienced, poorly trained, transient, and of comparatively low quality, it is of enormous importance that those who supervise and direct their work should be of the best professional talent available. Rural school superintendents, like all others of the profession, are in part selected, motivated in their preparation, and encouraged and stimulated to their best efforts by economic income. It is at this point that the salary problem enters.

Statistics are submitted in Table 19 which show the number of these superintendents for whom data could be secured and the salary medians obtaining in each State. It will be seen that for the United States as a whole the superintendent receiving the median salary, as reported in the 1922 study, was paid \$1,793, whereas the 1928 study shows this median superintendent received \$2,144. This represents an increase of \$351, or 19.5 per cent, in six years. All the States except Mississippi show increases. Some of these increases, to be sure, are small. Others—for instance, New York, North Carolina, Kentucky, and Arkansas—show increases in median salaries amounting to more than \$1,000. When percentage increments for the six years are considered the States of Kentucky, New York, Wyoming, North Carolina, Arkansas, Florida, Virginia, Tennessee, California, and Vermont are the first 10 in order.

No attempt will be made further to analyze the data presented in Table 19. For more complete information reference should be had to United States Bureau of Education Bulletin, 1922, No. 10, Supervision of Rural Schools, and Rural School Leaflet No. 45, Salaries and Certain Legal Provisions Relating to the County Superintendency. The statistics given in these bulletins were gathered from State educational reports and from letters from State departments of education. It should be pointed out that the several States fix salaries of county superintendents in various ways. Population, valuation of taxable property, number of teachers supervised, and number of schools supervised, are some of the bases employed other than fixed salary amounts for arriving at the amount of salary paid the county superintendent. In some instances, such salaries do not represent the superintendent's full time, and in others the salaries reported may include other items. Since the median as a measure of central tendency is not greatly affected by the extreme measures of a distribution, it may be assumed that these partial or composite salaries, as the case may be, seldom, if at all, affect the median salaries here recorded. At any rate, when the conditioning factors pointed out above are kept in mind the data presented in Table 19 may safely be taken to round out the status and trends of salaries paid in the rural schools, and comparisons between the figures given for the two years for a given State and between those given for the various States may be made with a high degree of validity.

Conclusions

Looking at the salary increases achieved in the rural schools of the Nation as a whole during the four years studied, the figures would seem to indicate: First, that there is a slight tendency to reduce the number of teachers receiving the lower salary amounts and to increase the number receiving the larger salary amounts; second, median salaries of rural teachers were increased slightly and salary averages of rural school administrators show considerable improvement during the four years; third, the largest salary increases achieved by rural teachers, both in number and in amount, were achieved in the larger rural schools represented by consolidated and village schools; fourth, wide differences obtain between the salaries of rural teachers and those of urban teachers, and indications are that these disparities are increasing.

These observations would seem to warrant the general conclusion that during the 4-year period little change, if any, is shown in the salaries paid to rural classroom teachers, but that some very important changes were effected in individual States. The importance of the study, therefore, is in the fact that it shows the individual States whether the direction of these salaries is up or down and how the

changes in one State compare with those in other States. It also makes possible the study of rural salary trends in the various geographic sections of the Nation.

Salaries of rural school administrators, especially of superintendents, show strong and continuous increases for the Nation as a whole and in almost every State. These salary improvements undoubtedly imply improvements in the professional training and proficiency of these rural school workers, and these in turn should result in improvements in the status of the rural teachers. The dissemination of the facts of the matter of rural teachers' salaries and their relationship to the educational welfare of the rural schools and the rural child rests largely upon rural school leaders. Rural school salaries can be raised to a place where they will attract and hold a corps of mature, well-trained, professionally minded teachers only as the public comes to realize the full implication of these inferior salaries upon the educational opportunities of the rural child.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 1.—Number and per cent of counties from which superintendents' reports were received

State	Total number of counties in State ¹	1921-22		1922-23		1923-24		1924-25		4-year period	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Average per cent reported	Rank
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	3,033	1,307	43.1	1,859	61.3	2,155	71.0	2,327	76.7	63.0	
Alabama.....	67	24	35.8	41	61.2	47	70.1	46	68.7	58.9	37
Arizona.....	14	6	42.9	11	78.6	12	85.7	13	92.9	75.0	14
Arkansas.....	75	36	48.0	40	53.3	45	60.0	48	64.0	56.3	38
California.....	57	33	57.9	46	80.7	48	84.2	50	87.7	77.6	9
Colorado.....	62	39	62.9	43	69.3	54	87.1	50	80.6	75.0	15
Connecticut ¹	8	8	100.0	7	87.5	8	100.0	8	100.0	96.0	3
Delaware.....	3	1	33.3	3	100.0	3	100.0	3	100.0	83.3	6
Florida.....	54	19	35.2	25	46.3	36	66.7	36	66.6	51.2	42
Georgia.....	155	47	30.3	74	47.7	91	58.7	112	72.2	52.2	41
Idaho.....	44	13	29.5	34	77.3	37	84.1	35	79.5	67.6	27
Illinois.....	102	44	43.1	50	49.0	71	69.6	80	78.4	60.0	36
Indiana.....	92	53	57.6	63	68.5	72	78.3	82	89.1	73.4	19
Iowa.....	99	42	42.4	70	70.7	79	79.8	86	86.7	69.9	23
Kansas.....	105	58	55.2	75	71.4	85	80.9	89	84.8	73.1	20
Kentucky.....	120	52	43.3	75	62.5	87	72.5	90	82.5	65.2	31
Louisiana.....	63	23	36.5	37	58.7	39	61.9	40	63.5	52.6	40
Maine ²	16	14	87.5	16	100.0	16	100.0	16	100.0	96.9	2
Maryland.....	23	8	34.8	18	78.3	20	86.9	18	78.3	69.6	24
Massachusetts ¹	14	12	85.7	12	85.7	14	100.0	12	85.7	89.3	5
Michigan.....	83	37	44.6	51	61.5	56	67.5	58	69.9	60.9	35
Minnesota.....	86	43	50.0	60	69.8	67	77.9	67	77.9	66.4	30
Mississippi.....	82	23	28.0	35	42.7	51	62.2	55	67.7	50.1	43
Missouri.....	114	26	22.9	43	37.7	58	50.6	66	57.9	44.5	46
Montana.....	51	17	33.3	39	76.5	43	84.3	50	98.0	73.0	21
Nebraska.....	93	46	49.5	63	67.7	69	74.2	73	78.5	67.5	28
Nevada ³	17	2	11.8	17	100.0	6	35.3	17	100.0	61.8	34
New Hampshire ²	10	5	50.0	10	100.0	10	100.0	10	100.0	76.2	11
New Jersey.....	21	15	71.4	17	80.9	21	100.0	16	76.2	82.1	7
New Mexico.....	29	14	48.3	22	75.9	28	96.5	29	100.0	80.2	8
New York ¹	58	56	96.5	57	98.3	56	96.5	57	98.3	97.4	1
North Carolina.....	100	15	15.0	37	37.0	45	45.0	52	52.0	37.2	47
North Dakota.....	53	27	50.9	45	84.9	45	84.9	41	77.3	74.5	17
Ohio.....	88	52	59.1	63	71.6	69	78.4	81	92.0	75.3	13
Oklahoma.....	77	46	59.2	38	49.3	56	72.7	60	82.7	66.7	29
Oregon.....	36	16	44.4	22	61.1	30	83.3	32	88.8	69.4	25
Pennsylvania.....	66	21	31.8	48	72.7	53	80.3	57	86.4	67.8	26
Rhode Island ¹	5	3	60.0	4	80.0	4	80.0	4	80.0	75.0	16
South Carolina.....	46	7	15.2	12	26.1	14	30.4	16	34.8	26.6	48
South Dakota.....	68	35	51.5	48	70.6	60	88.2	64	94.1	76.1	12
Tennessee.....	98	40	41.6	47	48.9	51	51.1	59	61.4	50.7	45
Texas.....	253	70	27.7	132	52.2	138	54.5	173	68.4	50.7	44
Utah.....	29	9	31.0	19	65.5	23	79.3	24	82.7	64.6	33
Vermont ²	14	12	85.7	14	100.0	14	100.0	14	100.0	96.4	4
Virginia.....	100	47	47.0	46	46.0	62	62.0	65	65.0	52.6	39
Washington.....	39	23	58.9	25	64.1	31	79.5	36	92.3	73.7	18
West Virginia.....	55	23	41.8	36	65.4	43	78.2	41	74.5	65.0	32
Wisconsin.....	71	47	66.2	55	77.7	59	83.1	59	83.1	77.5	10
Wyoming.....	21	8	38.1	16	76.2	18	85.7	20	95.2	72.2	22

¹ The total number of counties in the United States is often given as 3,065, but this number includes independent cities and other civil units. In this study these have been omitted because they are not rural units in the sense counties are usually considered. These omissions are as follows: New York, 5; Virginia, 20; and California, Colorado, Louisiana, Maryland, Missouri, Pennsylvania, and Wyoming, each 1.

² In 7 States returns were received from smaller units (union or district superintendents and supervising agents covering either wholly or in major portions the number of counties here indicated).

³ From Nevada reports were received from district superintendents reporting for the number of counties indicated.

TABLE 2.—Number and per cent of teachers of rural schools receiving the salaries indicated listed by classes for 1925 and by totals for each of the four years, 1922, 1923, 1924, and 1925

SECTION A.—NUMBER AND PER CENT IN EACH SALARY GROUP

Annual salaries	Comparison of all classes for 4-year period									
	Number of teachers by classes of schools for 1925					1925				
	1-teacher	2-teacher	3 or more teachers in open country	3 or more teachers in villages	Con-solidated	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers
1	2	3	4	5	6	7	8	9	10	11
Below \$300	4,135	1,574	471	138	90	6,408	2.37	8,223	2.56	2,669
\$300 to \$399	5,405	3,086	1,185	694	384	10,726	3.96	9,390	3.93	8,114
\$400 to \$499	7,018	3,798	1,427	1,330	738	14,049	5.19	12,388	5.10	9,943
\$500 to \$599	9,741	3,798	1,591	1,576	1,150	16,736	6.17	16,604	6.82	13,026
\$600 to \$699	20,836	3,222	1,777	2,653	2,575	31,083	11.48	29,159	11.97	22,062
\$700 to \$799	19,338	2,751	1,616	2,578	3,195	29,478	10.89	27,290	11.18	22,482
\$800 to \$899	24,834	4,168	1,936	5,332	5,496	41,766	15.42	37,380	15.35	31,209
\$900 to \$999	14,732	3,483	1,960	6,845	8,952	35,672	13.18	31,725	13.03	24,905
\$1,000 to \$1,099	5,612	2,215	1,162	4,399	6,976	20,364	7.52	18,197	7.48	14,580
\$1,100 to \$1,199	2,609	1,511	1,007	3,630	6,383	15,140	5.59	14,088	5.79	11,147
\$1,200 to \$1,299	1,888	1,044	930	3,759	6,448	14,319	5.29	12,961	5.33	9,337
\$1,300 to \$1,399	916	792	828	2,797	3,834	11,167	4.13	9,228	3.79	6,596
\$1,400 to \$1,499	353	371	445	1,649	3,865	6,683	2.47	5,163	2.13	3,917
\$1,500 to \$1,599	188	262	410	1,271	3,329	5,490	1.98	4,411	1.82	3,491
\$1,600 to \$1,699	58	132	218	789	2,034	3,211	1.19	2,508	1.04	1,677
\$1,700 to \$1,799	30	44	103	404	1,415	1,996	.74	1,107	.47	722
\$1,800 to \$1,899	30	69	128	695	1,510	2,432	.94	1,744	.72	1,029
\$1,900 to \$1,999	4	5	29	190	425	653	.23	492	.22	363
Above \$2,000	12	24	120	916	2,213	3,285	1.20	2,027	.85	1,634
Total	117,759	30,849	17,313	41,515	63,202	270,638	100.0	242,222	100.0	189,573

SECTION B.—CUMULATIVE NUMBER AND PER CENT IN EACH SALARY GROUP

Total number and per cent of teachers receiving:													
\$399 or less	9,540	4,662	1,656	802	474	17,184	6.33	15,813	6.51	10,783	5.64	9,587	7.56
\$499 or less	16,558	27,998	3,063	2,332	1,212	31,183	11.52	28,201	11.61	20,726	10.84	16,698	13.17
\$599 or less	26,299	10,708	4,644	3,906	2,362	47,019	17.69	44,802	18.43	33,822	17.68		
\$699 or less	47,155	13,928	6,421	6,559	4,937	79,002	29.17	73,961	30.40	50,484	29.52		
\$799 or less	66,493	16,679	8,037	2,937	8,132	108,480	40.06	101,191	41.58	78,966	41.27		
\$899 or less	91,327	20,847	9,973	14,469	13,618	150,234	55.53	128,571	56.93	110,175	57.58		
\$999 or less	106,059	24,330	11,933	21,014	22,570	185,906	68.71	170,296	69.96	135,080	70.61		

1 Data available for first 3 salary groups only. Total includes all teachers reported.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 3.—Per cent of teachers of all classes of rural schools receiving the various salaries indicated, as reported by county and other rural superintendents for the school year 1924-25

	Un- der \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 and more
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States.....	2.4	4.0	5.2	6.2	11.5	10.9	15.4	12.2	7.5	5.6	5.3	4.1	2.5	2.0	1.2	0.7	0.9	0.2	1.2
Alabama.....	16.1	24.8	21.8	13.4	8.3	5.0	3.4	2.8	1.6	1.0	5	2	1	3	1	1	2		3
Arizona.....	12.9	16.3	16.5	13.3	11.5	6.5	6.0	9.1	2.3	2.5	24.2	23.9	7.5	13.1	6.0	2.3	4.3	.6	3.0
Arkansas.....											18.9	23.8	14.8	15.5	9.9	2.6	3.8	1.4	7.5
California.....											10.2	4.8	3.6	3.3	1.6	.9	1.4	.4	1.7
Colorado.....											11.8	13.0	11.1	3.5	1.9	2.1	1.1		1.2
Connecticut.....											4.2	1.0	2.6	.5	1.7	1.0		.1	3
Delaware.....											3.0	1.2	1.3	.5	1.5	.3			3.0
Florida.....	11.4	11.8	7.8	5.1	11.7	13.9	17.4	17.4	10.4	10.4	2.2	1.2	1.3	.5	1.5	.3			3.0
Georgia.....	15.4	25.3	21.7	15.0	10.4	4.6	2.2	2.1	1.3	1.3	5	7.2	4.0	2.1	.8	.2	.8	.1	1.8
Idaho.....											8.1	7.2	4.0	2.1	.8	.2	.8	.1	1.8
Illinois.....											5.4	4.1	1.9	2.1	1.2	.8	1.0	.4	1.3
Indiana.....											7.1	8.8	2.8	1.3	1.5	.4	.9	.1	1.3
Iowa.....											5.1	3.7	2.5	1.2	.7	.5	.8	.2	1.3
Kansas.....											2.7	3.7	2.5	1.5	.7	.4	1.2	.2	1.3
Kentucky.....	1.1	14.1	26.7	30.9	12.3	6.2	2.5	1.8	1.6	.9	2.2	4	.3	.4	.2		.1		.2
Louisiana.....	.3	1.1	6.4	8.5	9.6	14.1	14.1	16.3	10.4	7.7	4.7	2.6	.8	1.0	.4	.2	.9	.1	.8
Maine.....	.1	.7	9.7	17.4	14.8	22.2	10.4	10.9	5.1	2.0	3.1	8	4.2	2.2	3.3	1.1	1.8	.2	.8
Maryland.....	.2	.8	1.6	4.9	10.1	4.9	8.8	7.1	14.3	11.8	12.3	8.6	4.2	2.2	3.3	1.1	1.8	.2	.8
Massachusetts.....											19.2	7.0	5.1	4.1	1.6	1.3	.5	.2	1.6
Michigan.....											7.0	2.5	2.5	2.0	.6	.3	.6	.2	.9
Minnesota.....											2.1	1.7	.8	.7	.4	.3	.6	.2	.8
Mississippi.....	25.6	18.4	14.4	9.7	8.3	7.4	5.2	4.5	1.6	3.8	2.1	1.7	.8	.7	.4	.3	.6	.2	.8
Missouri.....	.4	1.9	9.7	14.3	25.5	14.5	13.1	5.2	4.0	2.7	3.0	1.7	.8	.8	.5	.2	.5	.2	.8
Montana.....	.6	.7	1.2	2.0	4.2	7.6	13.6	27.1	9.9	11.5	6.4	5.7	2.9	2.6	1.1	.7	.9	.3	1.0
Nebraska.....											4.0	3.5	1.3	1.1	.4	.6	.5	.3	1.2
Nevada.....											14.7	9.8	8.0	10.1	4.6	3.7	5.0	.9	5.5
New Hampshire.....											3.9	1.7	1.7	1.0	.3	.8	.3	.3	3.0
New Jersey.....											16.5	11.1	9.3	7.0	4.0	3.0	2.9	1.0	3.0
New Mexico.....											6.5	4.8	4.4	2.3	.1	.2	.3	.4	2.2
New York.....											12.2	6.6	4.6	3.7	.3	1.3	1.4	.4	1.6
North Carolina.....											1.2	1.3	.5	.4	.4	.1	.4	.1	.6
North Dakota.....	6.5	18.1	13.3	15.7	12.9	16.4	12.5	15.7	6.1	4.1	3.6	2.6	1.7	.6	.8	.3	.5	.1	.6

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SALARIES OF RURAL SCHOOL TEACHERS

TABLE 4.—Number of teachers in all classes of rural schools receiving the salaries indicated, as reported by county and other rural superintendents, 1924-25

State	Under \$300	\$300 to \$399	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 and over	Total number rural teachers reported
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States	6,408	10,726	14,049	16,736	31,083	29,478	41,756	35,672	20,364	15,140	14,319	11,167	6,683	5,460	3,231	1,996	2,432	653	3,285	270,338
Alabama	991	1,526	1,338	822	510	309	211	172	96	66	32	10	8	17	6	4	13	2	18	6,151
Arizona										145	250	247	77	135	62	24	44	6	31	1,061
Arkansas	687	868	890	706	606	346	321	482	124	132	28	20	21	35	5	8	10	3	20	5,302
California									12	100	1,264	1,611	1,043	1,048	673	176	257	93	511	6,774
Colorado		5	20	26	163	358	532	838	544	480	421	199	146	137	65	37	56	16	72	4,115
Connecticut							27	57	201	128	67	107	92	29	16	17	9	1	10	825
Delaware				35	80	110	120	120	72	72	29	7	18	6	12	7			2	690
Florida	307	214	141	146	262	177	200	112	40	40	54	22	23	10	10	5	6		16	1,810
Georgia	907	1,577	1,356	940	653	296	135	131	31	31	31	32	6	11	2	3	9		9	6,262
Idaho	1		2	24	38	158	292	386	338	272	161	143	80	42	16	4	16	2	15	1,990
Illinois	7	51	481	1,176	1,903	1,905	2,677	1,834	1,206	758	573	385	204	208	162	107	139	57	180	14,063
Indiana						19	3,561	1,251	1,434	603	750	250	237	113	154	37	75	10	43	8,539
Iowa		4	113	978	2,576	2,513	1,698	2,143	786	701	500	796	349	162	196	66	104	25	176	13,682
Kansas	1	5	70	562	2,083	1,892	1,772	1,178	526	280	234	382	257	167	75	30	122	21	139	10,418
Kentucky	82	1,052	1,987	2,300	914	462	184	131	112	68	31	32	25	33	14	2	5		13	7,447
Louisiana	11	36	201	267	392	442	442	512	327	243	148	81	24	30	14	5	27	2	26	3,140
Maine	2	11	148	264	224	337	158	165	78	30	47	12	10	8	5	3	2	3	12	1,519
Maryland	5	21	43	137	281	137	244	198	397	326	342	239	116	62	92	30	50	9	46	2,778
Massachusetts					5	26	99	186	247	203	248	60	66	53	21	17	6	3	21	1,293
Michigan		5	24	62	469	1,131	1,522	1,614	776	563	518	184	184	148	42	24	44	11	68	7,389
Minnesota		2	57	356	1,258	2,079	1,501	1,985	429	289	161	127	64	51	30	21	46	16	43	7,615
Mississippi	1,478	1,060	832	561	478	429	269	279	94	33	97	8	8	13	30	17	24	4	48	5,779
Missouri	27	145	722	1,063	1,921	1,090	972	385	294	202	222	127	63	58	38	38	17	13	52	7,440
Montana	20	24	42	69	146	265	475	945	347	402	225	200	101	89	39	24	32	11	36	3,492
Nebraska		4	56	295	1,506	1,410	1,039	1,064	409	332	301	294	100	83	33	43	39	24	87	7,479
Nevada							37	46	63	50	83	55	45	57	26	21	28	5	33	563
New Hampshire		2		1	1	10	108	226	82	40	30	13	4	8	2	6	2	2	5	761
New Jersey						38	113	211	499	551	551	371	311	255	135	100	96	33	101	3,348
New Mexico	1	23	51	126	112	310	231	429	80	96	111	83	7	39	2	3	9		4	1,710

SALARIES OF RURAL SCHOOL TEACHERS

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New York	1	1	1	1	4	1,000	1,448	2,462	1,727	1,117	1,639	841	577	496	285	101	177	52	209	12,073
North Carolina	447	1,248	921	1,080	893	629	713	375	214	85	86	31	34	25	30	6	27	9	45	6,901
North Dakota	1	4	84	701	1,015	839	654	826	329	217	187	135	92	30	40	17	28	6	31	5,247
Ohio	13	15	12	9	10	19	5,190	3,789	1,797	967	989	845	493	365	105	119	158	33	175	15,203
Oklahoma	10	29	133	379	1,137	1,047	1,393	859	621	478	339	329	93	80	59	11	76	11	47	7,331
Oregon	1	1	1	1	100	274	690	899	495	593	300	288	87	59	45	15	43	3	33	3,835
Pennsylvania	1	1	1	1	3,667	1,466	4,905	2,469	1,553	1,141	872	764	601	474	282	206	202	65	274	18,984
Rhode Island	1	1	1	1	12	16	40	33	45	11	24	5	4	2	2	3	6	4	18	2,709
South Carolina	289	117	45	65	410	262	352	706	106	119	84	5	12	6	10	3	6	4	37	5,816
South Dakota	318	1,117	1,806	929	443	1,014	1,384	1,460	589	381	119	130	60	68	36	19	43	10	58	6,694
Tennessee	1	1	1	1	819	247	249	318	150	186	231	57	101	28	18	9	33	1	24	9,619
Texas	143	512	1,007	1,250	1,728	1,496	1,334	810	541	283	233	97	70	40	16	8	22	2	23	2,330
Utah	1	1	1	1	174	252	358	250	224	228	190	159	151	126	65	49	29	7	4	1,786
Vermont	1	1	1	1	662	564	208	92	55	47	43	21	17	9	4	3	4	3	4	7,244
Virginia	689	1,028	1,216	849	970	1,014	617	467	109	74	57	76	13	13	13	9	5	4	21	6,156
Washington	1	1	1	1	38	62	143	663	705	1,078	900	816	355	281	139	441	151	34	328	8,565
West Virginia	8	14	237	411	981	1,026	1,470	739	210	145	77	74	31	46	33	12	35	3	13	5,565
Wisconsin	1	1	1	1	505	1,030	1,297	1,949	858	585	393	319	155	120	65	46	66	29	86	7,593
Wyoming	1	1	1	1	68	205	261	300	90	147	77	72	25	32	17	5	20	6	25	1,365

TABLE 5.—Comparisons and trends of median annual salaries received by rural teachers and by teachers¹ of elementary city schools for 1922, 1923, 1924, and 1925

Type of school	1921-22	1922-23	1923-24	1924-25	Decrease or increase in 4 years		Average of medians for 4-year period	Average median salary higher than 1-teacher schools	
					Amount	Per cent		Amount	Per cent
1	2	3	4	5	6	7	8	9	10
Rural schools:									
1-teacher.....	\$774	\$765	\$755	\$761	-13	-1.7	\$766		
2-teacher.....	877	744	743	754	-123	-14.0	779	\$13	1.7
3 or more teacher in open country.....	885	845	804	834	-51	-5.8	842	56	7.3
Consolidated 3 or more teacher in villages.....	987	1,003	986	996	+9	+1.0	993	227	29.6
	1,010	1,121	1,114	1,124	+114	+11.3	1,092	326	42.5
Median for all classes of rural schools.....	² 861	847	853	871	+10	+1.2	858		
City schools:									
2,500 to 5,000.....	¹ 1,050	1,108		1,129	+79	+7.5	1,096	330	43.1
5,000 to 10,000.....	¹ 1,147	1,204		1,231	+84	+7.3	1,194	428	55.9
10,000 to 30,000.....	¹ 1,248	1,289		1,354	+106	+8.5	1,297	531	69.3
30,000 to 100,000.....	¹ 1,425	1,466		1,528	+103	+7.2	1,473	707	92.3
More than 100,000.....	1,848	1,871		1,968	+120	+6.5	1,896	1,130	147.5
Median for all classes of city schools.....	1,524	1,653		¹ 1,648	+124	+8.1	1,608		
Excess of salaries of city teachers over those of country teachers.....	663	806		777			750		
	Per cent	Per cent		Per cent			Per cent		
	77.0	95.2		89.2			87.4		

¹ Data for salary medians of teachers of city schools were taken from the following National Education Association Research Bulletins: For 1921-22, from Bulletin No. 1, June 1922, p. 17; for 1922-23, Bulletin No. 3, Vol. I, May, 1923, p. 16, and for 1924-25, Bulletin, Vol. III, Nos. 1 and 2, January and March, 1925, p. 15.

² Partially estimated.

³ Despite the fact that median salaries for each of the 5 groups in 1924-25 are higher than in 1922-23, the median for all is lower in 1924-25 because a larger proportion of teachers were reported in the latter year than in the former.

TABLE 6.—Average lengths of term in each of the five classes of rural schools¹ based upon reports by county and other rural superintendents in 1924-25 and compared to city schools²

State	In 1- teacher schools	In 2- teacher schools	In schools of 3 or more teachers, in open country	In con- solid- ated schools	In schools of 3 or more teachers, in villages and towns	In city schools ¹	Rank in length of school term	
							Rural	Urban
1	2	3	4	5	6	7	8	9
Continental United States ¹	150	151	157	168	176	183		
Alabama	109	103	125	161	156	178	41	13
Arizona	168	167	160	171	172	175	23	16
Arkansas	112	114	141	163	163	176	38	15
California	173	181	150	175	177	184	19	
Colorado	162	175	179	179	179	180	13	
Connecticut	182	177	181	186	183	183	6	8
Delaware	180	180		180	180	186	7	5
Florida	119	131	125	160	150	174	40	17
Georgia	129	132	144	159	167	180	35	11
Idaho	159	174	174	177	181	175	19	16
Illinois	159	166	167	176	177	189	24	7
Indiana	161	161	161	161	161	183	32	8
Iowa	177	175	177	180	180	179		12
Kansas	160	169	180	177	179	174	16	17
Kentucky	141	144	158	164	167	177	34	14
Louisiana	165	168	170	171	178	176	21	15
Maine	170	173	180	178	179	177	12	14
Maryland	185	186	184	187	187	191	3	1
Massachusetts	177	178	176	178	180	179	9	12
Michigan	174	182	190	186	191	188	4	3
Minnesota	161	174	178	178	180	181	15	10
Mississippi	117	124	127	149	167	178	39	13
Missouri	153	161	168	176	176	187	26	4
Montana	161	175	177	177	176	181	18	10
Nebraska	170	178	178	179	178	180	10	11
Nevada	159	172		166	174	176	25	15
New Hampshire	177	177	178	175	177	178	11	13
New Jersey	183	183	183	182	185	189	5	2
New Mexico	163	166	173	176	171	179	22	12
New York	182	190	193	189	195	187	2	4
North Carolina	123	127	137	159	159	179	38	12
North Dakota	159	176	180	179	179	179	14	12
Ohio	163	166	166	173	173	182	25	9
Oklahoma	155	158	164	171	169	176	30	15
Oregon	166	171	177	177	177	184	17	7
Pennsylvania	161	163	168	167	178	187	27	4
Rhode Island	189	190	198	189	186	180	1	11
South Carolina	121	141	150	168	177	178	33	13
South Dakota	170	175	180	177	177	178	12	13
Tennessee	133	127	152	155	164	177	36	14
Texas	134	138	146	153	155	173	37	18
Utah	162	168	164	172	166	178	28	13
Vermont	171	172	175	178	178	177	14	14
Virginia	140	147	160	172	180	180	29	11
Washington	169	174	178	174	175	183	16	8
West Virginia	160	160	161	166	164	178	31	13
Wisconsin	172	180	183	178	180	185	8	6
Wyoming	169	172	169	173	176	182	20	9

¹ Includes the number of days the schools were actually closed when teachers attended district or county institutes.² Figures for 1925-26 of cities 2,500 or more population, both elementary and secondary schools.³ The average length of school term for all classes of rural schools is 156; for all schools of the Nation as a whole it is 169.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 7.—Salary and salary progress ranking by States for the 4-year¹ period, 1921 to 1925, for five classes of teachers of rural schools and for three classes of rural school principals

State	Rank in amount of salaries paid										Rank in per cent of salary increases							
	1- teacher schools	2- teacher schools	3 or more teacher schools in open coun- try	Con- sol- dated schools	3 or more teacher schools in vil- lages	Princi- pals of elemen- tary schools only	Princi- pals of both elemen- tary and high schools	Princi- pals of high schools only	Com- posi- te rank in amount of sala- ries paid	1- teacher schools	2- teacher schools	3 or more teacher schools in open coun- try	Con- sol- dated schools	3 or more teacher schools in vil- lages	Princi- pals of elemen- tary schools only	Princi- pals of both elemen- tary and high schools	Princi- pals of high schools only	Com- posi- te rank in salary increase
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	19	19
Alabama.....	45	46	42	44	47	29	48	39	45	146	134	131	140	147	4	12	35	41
Arizona.....	2	2	2	4	3	2	3	6	3	15	15	22	3	26	38	18	23	14
Arkansas.....	41	42	39	45	48	48	46	48	47	132	126	146	1	1	33	9	45	25
California.....	1	1	1	1	2	3	4	5	1	21	6	13	13	11	22	3	20	5
Colorado.....	13	13	13	12	9	16	12	29	12	29	229	21	16	20	26	40	14	27
Connecticut.....	6	7	7	3	6	7	6	20	6	9	20	4	14	133	144	20	37	20
Delaware.....	28	32	32	29	29	33	25	147	35	8	3	19	128	30	41	46	13	29
Florida.....	44	41	41	31	41	39	38	37	39	136	144	19	146	146	27	26	44	38
Georgia.....	47	47	45	47	48	45	47	44	44	5	135	145	141	142	42	6	44	44
Idaho.....	8	11	16	13	10	32	31	32	16	130	136	136	19	144	24	23	32	40
Illinois.....	29	26	30	28	30	10	16	9	21	143	17	17	20	14	12	28	39	24
Indiana.....	14	25	24	24	25	28	30	38	28	26	18	26	18	17	19	43	42	31
Iowa.....	31	29	32	25	18	18	7	28	22	138	146	137	6	6	25	148	12	33
Kansas.....	32	28	22	26	27	25	13	10	23	133	142	130	132	23	23	45	26	42
Kentucky.....	39	40	38	43	44	37	44	36	42	12	22	9	130	4	1	25	8	4
Louisiana.....	35	36	31	35	33	14	24	35	32	134	132	139	9	29	2	24	1	18
Maine.....	38	35	29	37	35	34	34	31	36	23	12	2	8	27	30	11	38	9
Maryland.....	26	23	21	16	16	20	28	22	20	3	21	6	5	3	5	34	30	1
Massachusetts.....	7	8	8	10	13	21	20	2	9	13	21	16	144	140	29	22	21	30
Michigan.....	19	18	25	15	21	11	27	18	17	18	16	8	143	12	16	21	24	12
Minnesota.....	24	22	18	21	20	17	8	13	15	142	127	127	127	8	10	38	146	35
Mississippi.....	48	43	46	46	43	44	35	14	44	140	147	132	24	137	35	2	147	48
Missouri.....	36	38	35	39	36	41	33	46	38	7	4	143	6	13	36	14	11	6
Montana.....	9	6	12	11	7	4	9	12	7	135	140	141	120	31	7	36	36	32
Nebraska.....	23	21	19	27	23	18	22	33	24	144	143	141	11	9	9	27	9	26
Nevada.....	5	3	5	2	1	1	12	14	12	14	8	141	130	18	21	35	27	21

New Hampshire.....	27	4	24	26	30	32	36	26	27	31	10	19	5	4	10	31	7	16	2
New Jersey.....	17	4	20	11	17	19	22	45	7	5	20	11	135	26	38	34	41	34	39
New Mexico.....	10	10	12	3	7	8	12	10	11	8	19	9	25	12	25	20	29	17	10
New York.....	43	44	15	10	20	22	35	32	17	41	27	38	24	15	2	45	8	3	15
North Carolina.....	25	16	20	23	29	34	42	37	25	19	47	45	40	45	48	40	33	22	48
Ohio.....	12	12	16	20	23	22	19	27	31	18	28	31	28	22	24	13	42	31	34
Oklahoma.....	22	27	23	23	29	34	42	37	34	33	37	39	38	33	35	18	44	4	43
Oregon.....	11	17	15	15	8	17	25	23	24	14	22	28	15	39	21	18	17	7	17
Pennsylvania.....	30	31	31	27	33	28	5	15	30	27	2	2	29	10	15	14	13	25	3
Rhode Island.....	18	19	19	17	22	24	40	41	41	30	11	7	1	37	39	1	15	18	18
South Carolina.....	46	39	39	37	38	36	26	36	19	37	45	25	7	7	32	8	4	28	11
South Dakota.....	15	10	14	14	14	14	29	19	3	13	39	46	42	35	36	28	32	2	45
Tennessee.....	40	45	44	44	36	40	31	40	43	40	-4	6	11	47	28	6	31	33	16
Texas.....	37	37	37	36	40	38	46	42	45	43	44	37	34	17	41	37	5	15	37
Utah.....	21	30	30	28	19	26	15	29	26	26	31	33	10	42	43	17	19	6	28
Vermont.....	34	34	34	33	34	37	43	14	21	34	24	30	14	31	19	37	37	43	36
Virginia.....	42	43	43	40	41	42	38	43	42	46	17	14	13	23	22	32	39	19	19
Washington.....	3	5	5	5	6	5	6	5	1	4	16	10	33	25	7	11	16	40	13
West Virginia.....	33	33	33	34	32	31	23	18	15	29	1	5	12	34	45	3	47	41	23
Wisconsin.....	16	14	14	6	18	15	9	11	23	11	25	24	23	21	16	15	30	29	22
Wyoming.....	20	9	9	9	5	11	27	17	8	10	6	23	18	38	5	39	1	10	7

1 Salaries and progress ranking of principals based on 3-year period only.

2 Represent decreases in salary.

3 Partially estimated.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 8.—Number and per cent of teachers in each of five classes of rural schools as reported by county and other rural superintendents, 1924-25

State	1-teacher schools		2-teacher schools		Schools of 3 or more teachers in open country		Consolidated schools		Schools of 3 or more teachers in villages and towns		Total number rural teachers reported
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
1	2	3	4	5	6	7	8	9	10	11	12
Continental U. S.	117,750	43.5	30,849	11.4	17,313	6.4	41,515	15.3	63,202	23.4	270,638
Alabama	1,553	25.3	1,648	26.8	1,139	18.5	913	14.8	898	14.6	6,151
Arizona	216	20.9	112	10.9	183	17.8	130	12.6	390	37.8	1,031
Arkansas	2,328	43.9	1,100	20.7	532	10.0	284	5.4	1,058	20.0	5,302
California	1,508	22.3	740	10.9	1,026	15.1	843	12.5	2,657	39.2	6,774
Colorado	1,706	41.5	448	10.9	223	5.4	646	15.7	1,092	26.5	4,115
Connecticut	205	24.9	91	11.0	23	2.8	174	21.1	332	40.2	825
Delaware	255	37.0	106	15.4			110	15.9	219	31.7	690
Florida	399	22.1	348	19.2	118	6.5	429	23.7	516	28.5	1,810
Georgia	1,673	26.7	1,451	23.2	796	12.7	1,561	24.9	781	12.5	6,262
Idaho	644	32.4	353	17.7	223	11.2	206	10.4	564	28.3	1,990
Illinois	7,868	55.2	584	4.2	319	2.3	409	2.9	4,883	34.7	14,063
Indiana	2,819	33.0	754	8.8	190	2.2	3,985	46.7	790	9.3	8,538
Iowa	7,970	58.3	210	1.5	65	.5	2,575	18.8	2,862	20.9	13,682
Kansas	6,209	59.6	622	6.0	165	1.6	714	6.8	2,710	26.0	10,418
Kentucky	5,249	70.5	976	13.1	300	4.0	509	6.8	413	5.6	7,447
Louisiana	398	12.7	151	14.4	469	14.9	1,037	33.0	785	25.0	3,140
Maine	815	53.7	192	12.6	41	2.7	70	4.6	401	26.4	1,519
Maryland	906	32.6	440	15.8	36	1.3	499	18.0	897	32.3	2,778
Massachusetts	254	19.7	140	10.8	9	.7	171	13.2	719	55.6	1,293
Michigan	4,244	57.4	524	7.1	345	4.7	367	5.0	1,909	25.8	7,389
Minnesota	5,701	74.9	526	6.9	119	1.6	635	8.3	634	8.3	7,615
Mississippi	1,571	27.2	960	16.6	378	6.5	2,485	43.0	385	6.7	5,779
Missouri	4,566	61.4	457	6.1	95	1.3	1,024	13.8	1,298	17.4	7,440
Montana	2,244	64.3	186	5.3	61	1.7	184	5.3	817	23.4	3,492
Nebraska	4,705	62.9	403	5.4	98	1.3	325	4.3	1,948	26.1	7,479
Nevada	233	41.4	56	10.0			43	7.6	231	41.0	563
New Hampshire	381	50.1	100	13.1	20	2.6	10	1.3	250	32.9	761
New Jersey	332	9.9	330	9.9	144	4.3	581	17.3	1,961	58.6	3,348
New Mexico	721	41.9	258	15.0	263	15.8	266	15.5	211	12.3	1,719
New York	6,390	50.4	843	6.7	416	3.3	458	3.6	4,566	36.0	12,673
North Carolina	1,032	15.0	1,097	24.6	1,309	19.0	2,260	32.7	603	8.7	6,901
North Dakota	3,200	61.0	174	3.3	6	.1	1,320	25.2	547	10.4	5,247
Ohio	5,330	35.1	925	6.1	751	4.9	4,171	27.4	4,026	26.5	15,203
Oklahoma	2,510	34.2	1,719	23.5	700	9.6	1,418	19.3	984	13.4	7,331
Oregon	1,413	36.8	451	11.8	216	5.6	290	7.3	1,475	38.5	3,835
Pennsylvania	7,242	38.2	1,364	7.2	1,227	6.5	1,713	9.0	7,418	39.1	18,964
Rhode Island	68	35.0	23	11.9	14	7.2	57	29.4	32	16.5	194
South Carolina	483	16.7	357	13.2	541	20.0	746	27.5	612	22.6	2,709
South Dakota	4,509	77.5	158	2.7	15	.3	416	7.2	718	12.3	5,816
Tennessee	2,163	32.3	1,437	21.5	548	8.2	1,158	17.3	1,388	20.7	6,694
Texas	2,467	25.7	3,158	32.8	2,128	22.1	613	6.4	1,253	13.0	9,619
Utah	94	4.0	136	5.8	213	9.2	1,349	57.9	538	23.1	2,330
Vermont	1,051	58.9	204	11.4	9	.5	43	2.4	479	26.8	1,786
Virginia	2,165	29.9	1,535	21.2	707	9.7	1,629	22.5	1,208	16.7	7,244
Washington	1,139	18.5	590	9.6	432	7.0	2,001	32.5	1,994	32.4	6,156
West Virginia	3,249	58.4	746	13.4	249	4.5	349	6.3	972	17.4	5,563
Wisconsin	4,747	62.5	698	9.2	385	5.1	200	2.6	1,563	20.6	7,563
Wyoming	864	63.3	70	5.1	67	4.9	149	10.9	215	15.8	1,363

TABLE 9.—Comparisons by States showing the median salaries of teachers of 1-teacher schools based upon reports of county, district, or town superintendents for the four years, 1922, 1923, 1924, and 1925

State	1921-22	1922-23		1923-24		1924-25		or Combined increases or decreases over the 4- year period	Per cent increase or de- crease for the 4-year period	Average of median salaries for 4-year period	Rank in median salaries for 4-year period
	Median salaries	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year				
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	\$774	\$765	-\$9	\$755	-\$10	\$761	+\$6	+\$13	-1.7	\$766	.....
Alabama	419	386	-33	355	-31	343	-12	-76	-18.1	376	45
Arizona	1,243	1,244	+1	1,281	+37	1,312	+31	+69	+5.1	1,270	2
Arkansas	428	361	-67	374	+13	411	+37	-17	-3.9	397	41
California	1,257	1,261	+4	1,274	+13	1,297	+23	+40	+3.2	1,276	1
Colorado	874	868	-6	873	+5	874	+1	0	0	875	13
Connecticut	931	1,008	+77	992	-16	1,053	+61	+122	+13.1	996	6
Delaware	689	(1)	.....	771	+82	781	+10	+92	+13.4	747	28
Florida	399	374	-25	365	-9	376	+11	-23	-5.8	378	44
Georgia	300	332	+32	336	+4	349	+13	+49	+15.7	329	47
Idaho	918	910	-8	923	+13	892	-31	-26	-2.8	911	8
Illinois	781	756	-25	741	-15	702	-39	-79	-10.1	746	29
Indiana	861	862	+1	864	+2	869	+5	+8	+0.9	864	14
Iowa	768	720	-48	717	-3	713	-4	-55	-7.2	729	31
Kansas	731	684	-47	714	+30	701	-13	-30	-4.1	707	32
Kentucky	463	498	+35	537	+39	498	-39	+35	+7.6	499	39
Louisiana	659	656	-3	628	-28	631	+3	-28	-4.2	643	35
Maine	595	580	-15	581	+1	614	+33	+19	+3.1	592	38
Maryland	696	743	+47	783	+40	820	+37	+124	+17.8	760	26
Massachusetts	(1)	887	.....	955	+68	950	-5	+63	+7.2	931	7
Michigan	832	808	-24	833	+26	863	+29	+31	+3.7	834	19
Minnesota	845	691	-154	774	+83	760	-14	-85	-10.0	767	24
Mississippi	328	318	-10	300	-18	300	0	-28	-8.6	311	48
Missouri	594	643	+49	636	-7	674	+38	+80	+13.5	638	36
Montana	966	874	-92	885	+11	913	+28	-53	-5.5	909	9
Nebraska	869	767	-102	750	-17	722	-28	-147	-16.9	777	23
Nevada	988	(1)	.....	1,000	+12	1,043	+43	+55	+5.6	1,010	5
New Hampshire	718	739	+21	773	+34	783	+10	+65	+9.0	753	27
New Jersey	1,011	1,037	+26	1,029	-8	1,045	+16	+34	+3.3	1,030	4
New Mexico	1,084	732	-352	848	+116	780	-68	-304	-28.0	840	17
New York	883	870	-13	881	+11	915	+34	+32	+3.6	887	10
North Carolina	383	374	-9	375	+1	384	+9	+1	+0.3	379	43
North Dakota	867	780	-87	723	-57	690	-33	-177	-20.4	765	25
Ohio	878	888	+10	880	-8	880	0	+2	+0.2	885	12
Oklahoma	826	835	+9	769	-66	777	+8	-49	-5.9	802	22
Oregon	862	881	+19	897	+16	887	-10	+25	+2.9	882	11
Pennsylvania	655	776	+121	738	-38	796	+58	+141	+21.5	741	30
Rhode Island	786	844	+58	866	+22	854	-12	+68	+8.7	837	18
South Carolina	396	371	-25	300	-71	326	+26	-70	-17.7	348	46
South Dakota	928	874	-54	792	-82	860	+68	-68	-7.3	863	15
Tennessee	364	405	+41	416	+11	426	+10	+62	+17.0	403	40
Texas	671	605	-66	569	-6	614	+15	-57	-8.9	622	37
Utah	844	771	-73	809	+38	812	+3	-32	-3.8	809	21
Vermont	674	665	-9	686	+19	685	+1	+11	+1.6	677	34
Virginia	385	395	+10	382	-13	399	+17	+14	+3.9	390	42
Washington	1,104	1,013	+9	1,034	+21	1,050	+25	+55	+4.9	1,052	3
West Virginia	576	687	+111	717	+30	731	+14	+155	+26.9	678	33
Wisconsin	857	851	-6	870	+19	869	-1	+12	+1.4	862	16
Wyoming	755	842	+87	814	-28	861	+47	+106	+14.0	818	20
Number of States showing in- crease			20		20		32	28			
Number of States showing de- crease			25		19		14	19			

(1) Exact data not available.

1 3-year period only.

1 Fewer than 25 teachers reported.

TABLE 10.—Comparisons by States of the median salaries of teachers of 2-teacher schools based upon reports of county, district, or town superintendents for 1922, 1923, 1924, and 1925

State	1921-22	1922-23		1923-24		1924-25		Combined increase or decrease over 4-year period	Per cent increase or decrease for the 4-year period	Average of median salaries for 4-year period	Rank in median salaries for 4-year period
	Median salaries	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year				
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	\$877	\$744	-\$133	\$743	-\$1	\$754	+\$11	-\$123	-14.0	\$779	.....
Alabama.....	418	420	+2	404	-16	398	-6	-20	-4.8	410	46
Arizona.....	1,269	1,374	+105	1,322	-52	1,323	+1	+54	+4.3	1,322	2
Arkansas.....	552	461	-91	526	+65	548	+22	-4	-7	521	42
California.....	1,323	1,363	+40	1,349	-14	1,394	+45	+71	+4.5	1,357	1
Colorado.....	1,023	1,001	-22	998	-3	1,012	+14	-11	-1.0	1,008	13
Connecticut.....	1,062	1,088	+26	1,132	+44	1,086	-46	+24	+2.3	1,067	7
Delaware.....	729	(¹)	.....	845	+116	846	+1	+117	+16.0	807	32
Florida.....	648	491	-157	527	+36	588	+61	-60	-9.3	563	41
Georgia.....	413	401	-12	400	-1	395	-5	-18	-4.4	402	47
Idaho.....	1,047	1,044	-3	1,022	-22	995	-27	-52	-4.9	1,027	11
Illinois.....	872	914	+42	865	-49	898	+33	+26	+3.0	887	26
Indiana.....	873	893	+20	889	-4	898	+9	+25	+2.9	888	25
Iowa.....	940	821	-119	844	+23	817	-27	-123	-13.1	858	29
Kansas.....	880	889	+9	845	-44	820	-25	-60	-6.8	859	28
Kentucky.....	550	577	+27	597	+20	560	-37	+10	+1.9	571	40
Louisiana.....	719	663	-56	703	+40	695	-8	-24	-3.3	695	36
Maine.....	707	720	+13	734	+14	749	+15	+42	+5.9	727	35
Maryland.....	763	921	+158	985	+64	1,042	+57	+279	+36.6	928	23
Massachusetts.....	(¹)	1,046	.....	1,078	+32	1,068	-10	+22	+2.2	1,064	8
Michigan.....	(¹)	918	.....	934	+16	952	+18	+34	+3.7	935	18
Minnesota.....	913	903	-10	918	+15	907	-11	-6	-0.7	910	22
Mississippi.....	404	360	-44	328	-32	320	+1	-75	-18.6	355	48
Missouri.....	613	665	+52	690	+25	697	+7	+84	+13.7	665	38
Montana.....	1,112	1,104	-8	1,030	-74	1,042	+12	-70	-6.3	1,072	6
Nebraska.....	989	918	-71	932	+14	920	-12	-69	-7.9	915	21
Nevada.....	1,167	(¹)	.....	1,200	+33	1,285	+85	+88	+8.4	1,216	3
New Hampshire.....	908	841	-67	947	+106	931	-16	+23	+2.5	908	24
New Jersey.....	1,086	1,165	+79	1,140	-25	1,157	+17	+71	+6.5	1,137	4
New Mexico.....	1,086	869	-217	848	-21	872	+24	-214	-19.7	916	20
New York.....	983	1,018	+35	1,028	+10	1,052	+24	+69	+7.0	1,020	12
North Carolina.....	467	449	-18	465	+16	439	-26	-28	-5.9	455	44
North Dakota.....	1,036	974	-62	948	-28	923	-25	-113	-10.9	970	15
Ohio.....	952	956	+4	954	-2	936	-18	-16	-1.7	949	16
Oklahoma.....	929	869	-60	877	+8	872	-5	-57	-6.1	882	27
Oregon.....	972	876	-96	963	+87	962	-1	-10	-1.0	941	17
Pennsylvania.....	735	829	+94	824	-5	856	+32	+121	+16.5	811	.....
Rhode Island.....	888	936	+48	939	+3	967	+28	+79	+8.9	932	.....
South Carolina.....	676	658	-18	650	-8	673	+23	-3	-0.4	664	.....
South Dakota.....	1,129	1,037	-92	992	-45	965	-27	-164	-14.5	1,031	10
Tennessee.....	420	450	+30	464	+14	468	+4	+48	+10.4	450	45
Texas.....	724	673	-51	654	-19	685	+31	-39	-5.4	684	37
Utah.....	875	756	-119	870	+114	842	-28	-33	-3.8	836	30
Vermont.....	743	713	-30	726	+13	734	+8	-9	-1.0	729	34
Virginia.....	448	477	+29	461	-16	468	+7	+20	+4.4	463	43
Washington.....	1,136	1,110	-26	1,123	+13	1,154	+31	+18	+6.6	1,131	5
West Virginia.....	723	768	+45	804	+36	819	+15	+96	+13.3	778	33
Wisconsin.....	1,008	990	-18	1,000	+10	1,012	+12	+4	+4	1,001	14
Wyoming.....	1,006	1,050	+44	1,038	-12	1,060	+22	+15	+1.4	1,043	9
Number of States showing increase.....	.....	.....	20	.....	27	.....	29	24	.....	.....	.....
Number of States showing decrease.....	.....	.....	24	.....	21	.....	19	24	.....	.....	.....

¹ Exact data not available.² 3-year period only.³ Fewer than 25 teachers reported.

TABLE 11.—Comparisons by States of the median salaries of teachers of schools having three or more teachers, located in the open country and not consolidated. Data based upon reports of county, district, or town superintendents for 1922, 1923, 1924, and 1925

State	1921-22	1922-23		1923-24		1924-25		Combined increases or decreases over 4-year period	Per cent increase or decrease for the 4-year period	Average of median salaries for 4-year period	Rank in median salaries for 4-year period
	Median salaries	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year				
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States..	\$885	\$845	-\$40	\$804	-\$41	\$834	+\$30	-\$51	-5.8	\$842	.....
Alabama.....	465	855	+420	502	-383	454	-48	-11	-2.4	576	42
Arizona.....	1,300	1,294	-6	1,349	+55	1,344	-5	+44	+3.4	1,322	2
Arkansas.....	696	615	-81	593	-22	545	-48	-161	-21.7	612	39
California.....	1,383	1,397	+14	1,395	-2	1,466	+71	+83	+6.0	1,410	1
Colorado.....	1,117	1,042	-75	1,040	-2	1,169	+129	+52	+4.6	1,092	13
Connecticut.....	1,050	1,067	+17	1,117	+50	1,366	+249	+316	+30.1	1,150	7
Delaware.....	650	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)	(¹)
Florida.....	548	585	+37	662	+77	582	-80	+34	+6.2	594	41
Georgia.....	548	457	-91	432	-25	445	+13	-103	-18.8	470	45
Idaho.....	1,178	1,022	-156	1,031	+9	1,059	+28	-119	-10.1	1,072	16
Illinois.....	885	577	-308	976	+399	955	-21	+70	+7.9	848	30
Indiana.....	913	914	+1	947	+33	922	-25	+9	+0.9	924	24
Iowa.....	950	661	-289	827	+166	838	+11	-112	-11.8	819	32
Kansas.....	974	1,027	+53	953	-74	954	+1	-20	-2.1	977	22
Kentucky.....	571	685	+114	719	+34	678	-41	+107	+18.6	663	38
Louisiana.....	866	847	-19	820	-27	737	-83	-129	-14.4	822	31
Maine.....	682	933	+251	856	-77	925	+69	+243	+35.6	849	29
Maryland.....	845	1,036	+191	1,000	-36	1,060	+60	+215	+25.4	985	21
Massachusetts.....	(¹)	1,063	+1,192	+129	+1,150	-42	+87	+8.2	+1,137	8	
Michigan.....	779	969	+190	982	+13	943	-39	+164	+21.0	918	25
Minnesota.....	1,015	1,027	+12	969	-58	1,003	+34	-12	-1.2	1,001	18
Mississippi.....	395	375	-20	423	+48	384	-39	-11	-2.8	394	46
Missouri.....	900	685	-215	745	+60	756	+11	-144	-16.0	771	35
Montana.....	1,950	1,164	+214	1,031	-133	1,250	+219	+300	+31.6	1,099	12
Nebraska.....	1,120	1,958	+162	975	+17	945	-30	-175	-15.6	999	19
Nevada.....	(²)	(²)	.....	1,290	.....	(²)	.....	.....	.....	.....	.....
New Hampshire.....	1,150	1,025	+175	1,894	-31	1,950	+56	+200	+26.6	880	26
New Jersey.....	1,252	1,231	-21	1,176	-55	1,179	+3	-73	-5.8	1,209	4
New Mexico.....	1,187	1,283	+96	986	-297	984	-2	-203	-17.1	1,110	11
New York.....	1,209	1,320	+111	1,192	-128	1,224	+32	+15	+1.2	1,236	3
North Carolina.....	555	588	+33	547	-41	564	+17	+9	+1.6	563	43
North Dakota.....	1,129	1,328	+199	1,058	-270	1,066	-92	-163	-14.4	1,120	10
Ohio.....	993	1,000	+7	992	-8	978	-14	-15	-1.5	991	20
Oklahoma.....	985	993	+8	909	-84	848	-61	-137	-13.9	984	23
Oregon.....	1,044	1,113	+69	1,064	-49	1,130	+66	+86	+8.3	1,088	15
Pennsylvania.....	881	880	-1	844	-36	868	+24	-13	-1.5	868	27
Rhode Island.....	1,758	1,125	+367	1,070	-55	1,199	+129	+441	+55.4	1,038	17
South Carolina.....	673	681	+8	680	-1	829	+149	+156	+23.2	710	37
South Dakota.....	1,175	1,150	-25	1,025	-125	1,009	-26	-176	-15.1	1,087	14
Tennessee.....	481	651	+170	560	-91	554	-6	+73	+13.2	561	44
Texas.....	792	714	-78	705	-9	754	+49	-38	-4.8	741	36
Utah.....	854	753	-101	825	+72	977	+152	+123	+15.6	852	28
Vermont.....	1,755	786	+31	1,900	+114	1,820	-80	+65	+8.6	815	33
Virginia.....	545	662	+117	578	-84	592	+14	+47	+8.6	594	40
Washington.....	1,280	1,082	-198	1,218	+136	1,233	+15	-47	-3.7	1,203	5
West Virginia.....	764	791	+27	854	+63	846	-8	+82	+10.7	814	34
Wisconsin.....	1,185	1,043	-142	1,237	+194	1,219	-18	+34	+2.8	1,171	6
Wyoming.....	1,100	1,161	+61	1,092	-69	1,185	+93	+85	+7.7	1,134	9
Number of States showing increase.....	.....	.....	28	.....	18	.....	25	26	.....	.....	.....
Number of States showing decrease.....	.....	.....	18	.....	28	.....	21	20	.....	.....	.....

¹ Fewer than 25 teachers reported.

² Exact data not available.

³ 3-year period only.

TABLE 12.—Comparisons by States of the median salaries of teachers of consolidated schools based upon reports of county, district, or town superintendents for 1922, 1923, 1924, and 1925

State	1921-22	1922-23		1923-24		1924-25		Combined increases or decreases over the 4-year period	Per cent increase or decrease for the 4-year period	Average of median salaries for the 4-year period	Rank in median salaries for the 4-year period
	Median salaries	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year				
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States..	\$987	\$1,003	+\$16	\$986	-\$17	\$996	+\$10	+\$9	+0.9	\$993	.....
Alabama.....	735	678	-57	697	+19	658	-39	-77	-10.5	692	44
Arizona.....	1,950	1,591	+641	1,341	-250	1,281	-60	+331	+34.8	1,291	4
Arkansas.....	550	605	+55	738	+133	874	+136	+324	+58.9	691	45
California.....	1,359	1,347	-12	1,432	+85	1,509	+77	+150	+11.0	1,412	1
Colorado.....	1,115	1,159	+44	1,179	+20	1,226	+47	+111	+9.1	1,170	12
Connecticut.....	1,182	1,719	+537	1,253	-466	1,306	+53	+124	+10.5	1,365	3
Delaware.....	(¹)	(¹)	(¹)	(¹)	(¹)	1,050	+350	.....	.....	.....	.....
Florida.....	892	1,020	+128	882	-138	874	-8	-18	-2.0	917	31
Georgia.....	644	572	-72	612	+40	574	-38	-70	-10.9	600	47
Idaho.....	1,150	1,089	-61	1,154	+65	1,217	+63	+67	+5.8	1,152	13
Illinois.....	971	981	+10	972	-9	1,023	+51	+52	+5.3	987	28
Indiana.....	984	1,030	+46	1,052	+22	1,066	+14	+82	+7.2	1,033	24
Iowa.....	864	1,057	+193	1,092	+35	1,063	-9	+219	+25.5	1,024	25
Kansas.....	1,046	998	-48	1,041	+43	998	-43	-48	-4.6	1,021	28
Kentucky.....	720	682	-38	691	+9	699	+8	-21	-2.9	698	43
Louisiana.....	775	914	+139	914	0	947	+33	+172	+22.2	917	35
Maine.....	754	786	+32	1,023	+237	932	-91	+178	+23.6	874	37
Maryland.....	1,950	1,100	+150	1,162	+62	1,253	+91	+303	+31.9	1,117	16
Massachusetts.....	(¹)	1,248	.....	1,220	-28	1,098	-122	-150	-12.0	1,189	10
Michigan.....	1,290	1,013	-277	1,084	+71	1,136	+52	-154	-11.9	1,131	15
Minnesota.....	1,109	1,081	-28	1,077	-4	1,088	+11	-21	-1.9	1,089	21
Mississippi.....	626	642	+16	678	+36	636	-42	+10	+1.6	645	46
Missouri.....	600	789	+189	848	+59	898	+50	+298	+49.7	784	36
Montana.....	1,233	1,136	-97	1,175	+39	1,199	+24	-34	-2.8	1,186	11
Nebraska.....	998	1,032	+34	987	-45	1,155	+168	+157	+15.8	1,013	27
Nevada.....	1,550	(¹)	.....	1,225	-325	1,430	+205	-120	-7.7	1,402	2
New Hampshire.....	1,775	1,971	+196	1,000	+29	1,025	+25	+250	+32.3	944	30
New Jersey.....	1,225	1,215	-10	1,257	+42	1,210	-47	-15	-1.2	1,223	9
New Mexico.....	1,258	1,091	-167	1,148	+57	967	-181	-291	-23.1	1,116	17
New York.....	1,140	1,271	+131	1,245	-26	1,284	+39	+144	+12.6	1,234	7
North Carolina.....	735	753	+18	728	-25	808	+80	+73	+9.9	755	42
North Dakota.....	1,167	1,138	-29	1,075	-63	1,012	-63	-155	-13.3	1,098	20
Ohio.....	1,047	1,035	-12	1,019	-28	1,072	+53	+25	+2.4	1,046	23
Oklahoma.....	991	948	-43	956	+8	941	-15	-50	-5.0	959	29
Oregon.....	1,300	1,325	+25	1,096	-229	1,187	+91	-113	-8.7	1,227	8
Pennsylvania.....	831	884	+53	921	+37	988	+67	+157	+18.9	906	33
Rhode Island.....	1,133	1,063	-50	965	-118	1,044	+79	-89	-7.8	1,056	22
South Carolina.....	770	748	-22	856	+108	969	+113	+199	+25.8	886	38
South Dakota.....	1,204	1,139	-65	1,110	-29	1,125	+15	-79	-6.6	1,144	14
Tennessee.....	970	1,226	+256	659	-567	676	+17	-294	-30.3	883	36
Texas.....	766	690	-76	853	+168	823	-30	+57	+7.4	783	40
Utah.....	1,231	1,035	-196	1,071	+36	1,091	+20	-140	-11.4	1,107	19
Vermont.....	863	1,012	+149	854	-158	833	-21	-30	-3.5	890	34
Virginia.....	755	758	+3	744	-14	773	+29	+18	+2.4	758	41
Washington.....	1,260	1,197	-63	1,230	+23	1,264	+44	+4	+0.3	1,235	6
West Virginia.....	979	875	-104	877	+2	921	+44	-58	-5.9	913	32
Wisconsin.....	1,067	1,110	+23	1,121	+11	1,122	+1	+35	+3.2	1,110	18
Wyoming.....	1,375	1,274	-101	1,149	-125	1,265	+116	-110	-8.0	1,266	5
Number of States showing increase.....	.....	.....	23	.....	27	.....	33	25	.....	.....	.....
Number of States showing decrease.....	.....	.....	22	.....	19	.....	15	22	.....	.....	.....

¹ Fewer than 25 teachers reported.² Data not available, or no teachers of consolidated schools were reported.

3-year period only.

SALARIES OF RURAL SCHOOL TEACHERS

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TABLE 13.—Comparisons by States of the median salaries of teachers of village schools having three or more teachers and not consolidated. Data based upon reports of county, district, or town superintendents for 1922, 1923, 1924, and 1925

State	1921-22	1922-23		1923-24		1924-25		Combined increases or decreases over 4-year period	Per cent increase or decrease for the 4-year period	Average of median salaries for 4-year period	Rank in median salaries for 4-year period
	Median salaries	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year	Median salaries	Increase or decrease over preceding year				
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States..	\$1,010	\$1,121	+\$111	\$1,114	-\$7	\$1,124	+\$10	+\$114	+11.2	\$1,092	.....
Alabama.....	742	658	-84	696	+38	621	-75	-121	-16.3	679	47
Arizona.....	1,369	1,396	+27	1,469	+73	1,428	-41	+59	+4.3	1,413	3
Arkansas.....	642	669	+27	696	+27	807	+111	+165	+25.7	703	45
California.....	1,346	1,543	+197	1,499	-44	1,541	+42	+155	+11.3	1,492	2
Colorado.....	1,147	1,256	+109	1,242	-14	1,241	-1	+94	+8.2	1,221	9
Connecticut.....	1,260	1,254	-6	1,295	+41	1,259	-36	-1	-.1	1,269	6
Delaware.....	1,010	(1)	.....	1,061	+51	1,031	-30	+21	+2.1	1,024	29
Florida.....	941	723	-218	807	+84	803	-4	-138	-14.6	818	41
Georgia.....	691	635	-56	649	+14	616	-33	-75	-10.8	648	48
Idaho.....	1,355	1,146	-189	1,184	+38	1,173	-11	-162	-12.1	1,209	10
Illinois.....	944	985	+41	1,038	+53	1,044	+6	+100	+10.6	1,003	30
Indiana.....	993	1,036	+43	1,128	+90	1,081	-45	+88	+8.8	1,059	25
Iowa.....	996	1,133	+137	1,168	+35	1,174	+6	+178	+17.8	1,118	18
Kansas.....	1,011	991	-20	1,062	+71	1,066	+4	+55	+5.4	1,042	27
Kentucky.....	667	681	+14	719	+38	798	+79	+131	+19.5	716	44
Louisiana.....	976	981	+5	987	+6	1,001	+14	+25	+2.6	987	33
Maine.....	912	893	-19	904	+71	946	+18	+34	+3.7	929	35
Maryland.....	990	1,117	+127	1,220	+103	1,191	-29	+201	+20.7	1,129	16
Massachusetts.....	1,126	1,122	-4	1,212	+90	1,224	+12	+98	+8.7	1,171	13
Michigan.....	1,064	1,059	-5	1,062	+3	1,181	+119	+117	+10.9	1,091	21
Minnesota.....	1,040	1,124	+84	1,111	-13	1,178	+67	+138	+13.2	1,113	20
Mississippi.....	842	611	-231	809	+108	816	+7	-26	-3.1	769	43
Missouri.....	818	717	-101	970	+262	908	-71	+90	+10.8	855	39
Montana.....	1,265	1,301	+36	1,228	-73	1,277	+49	+12	+9	1,263	7
Nebraska.....	986	1,087	+101	1,090	+3	1,111	+21	+125	+12.7	1,068	23
Nevada.....	1,436	.....	.....	1,571	+135	1,558	-13	+122	+8.5	1,522	1
New Hampshire.....	942	955	+13	1,007	+52	1,053	+46	+111	+11.8	989	32
New Jersey.....	1,406	1,414	+8	1,295	-119	1,322	+27	-84	-5.9	1,357	4
New Mexico.....	1,172	1,036	-136	1,087	+51	1,163	+76	-9	-.8	1,114	19
New York.....	1,232	1,218	-14	1,257	+39	1,291	+34	+59	+4.8	1,249	8
North Carolina.....	581	766	+185	685	-81	729	+44	+148	+25.5	690	40
North Dakota.....	1,395	1,133	-262	1,151	+18	1,083	-68	-312	-22.4	1,190	12
Ohio.....	1,031	1,054	+23	1,129	+78	1,082	-47	+51	+4.9	1,074	22
Oklahoma.....	989	1,020	+31	970	-50	965	-5	-24	-2.7	986	34
Oregon.....	1,066	1,103	+37	1,195	+92	1,146	-49	+80	+7.5	1,127	17
Pennsylvania.....	992	1,052	+60	1,014	-38	1,095	+81	+103	+10.4	1,038	28
Rhode Island.....	1,125	1,009	-116	1,061	+52	1,057	-4	-68	-6.0	1,063	24
South Carolina.....	925	937	+12	855	-82	929	+74	+4	+4	911	36
South Dakota.....	1,185	1,139	-46	1,152	+13	1,152	0	-33	-2.8	1,157	14
Tennessee.....	858	659	-199	931	+272	886	-45	+28	+3.2	833	40
Texas.....	934	890	-44	852	-38	851	-1	-83	-8.9	882	38
Utah.....	1,182	925	-157	1,075	+50	1,053	-22	-129	-10.9	1,058	26
Vermont.....	865	903	+38	887	-16	936	+49	+71	+8.2	898	37
Virginia.....	747	791	+44	762	-29	798	+36	+51	+6.8	774	42
Washington.....	1,241	1,212	-29	1,315	+103	1,424	+109	+183	+14.8	1,298	5
West Virginia.....	1,108	878	-230	1,032	+154	951	-81	-157	-14.1	992	31
Wisconsin.....	1,092	1,133	+41	1,161	+28	1,204	+43	+112	+10.2	1,148	15
Wyoming.....	1,120	1,165	+45	1,168	+3	1,322	+154	+202	+18.6	1,194	11
Number of States showing increases.....	.....	.....	25	.....	36	.....	25	33	.....	.....	.....
Number of States showing decreases.....	.....	.....	21	.....	12	.....	22	15	.....	.....	.....

1 Data not available.

2 3-period only.

3 Fewer than 25 teachers reported.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 14.—Comparisons by States of the approximate average salaries of principals of the three types of rural schools as reported by county and other rural school superintendents for 1923, 1924, and 1925

State	Of elementary schools only						Of schools with both elementary and high-school pupils						Of organized high schools only						Increases or decreases from 1923 to 1925			Per cent of increases or decreases from 1923 to 1925			Rank in per cent of increase in average salary for 3-year period			Rank in average amount of salary for 3-year period		
	1923			1924			1925			3-year average			1923			1924			Elementary schools only			Both elementary and high			High schools only			20		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Continental United States	\$1,375	\$1,602	\$1,965	\$1,647	\$1,654	\$1,988	\$2,163	\$1,936	\$1,916	\$2,254	\$2,438	\$2,203	\$590	\$509	\$522	42.9	30.8	27.2												
Alabama	707	1,560	1,630	1,300	958	1,394	1,405	1,252	1,885	1,877	2,139	1,834	960	447	254	111.6	46.0	13.5	4	45										
Arizona	2,072	2,368	2,377	2,272	2,347	2,327	3,164	2,613	2,306	2,733	2,895	2,851	305	817	589	14.7	34.8	25.5	38	3										
Arkansas	684	663	850	732	1,077	1,353	1,630	1,353	1,325	1,338	1,338	1,334	166	553	13	24.3	51.3	0.6	37	48										
California	1,737	2,477	2,411	2,208	1,609	2,800	3,158	2,579	2,590	3,151	3,249	3,030	674	1,351	759	38.8	74.6	28.3	6	2										
Colorado	1,258	1,932	1,681	1,624	1,871	2,212	2,222	2,102	1,666	1,850	2,288	1,998	423	351	622	34.3	17.8	37.3	30	20										
Connecticut	2,998	1,745	1,990	1,944	2,050	2,083	2,725	2,286	2,413	2,180	2,717	2,103	108	675	304	5.1	32.9	12.6	46	19										
Delaware	1,235	(1)	1,300	1,269	1,915	1,938	2,031	1,961	(1)	1,300	(1)	(1)	62	112	(1)	3.0	6.0		148	43										
Florida	951	1,171	1,261	1,128	1,393	1,775	1,773	1,647	1,590	1,817	2,154	1,844	310	380	594	32.6	27.3	38.1	29	38										
Georgia	1,031	1,737	1,070	1,946	839	1,464	1,532	1,312	1,745	1,630	1,898	1,728	39	593	63	3.8	63.1	3.6	41	47										
Idaho	1,165	1,119	1,600	1,285	1,534	2,029	2,001	1,861	1,720	2,067	1,972	1,920	435	147	257	37.3	28.8	15.0	35	33										
Illinois	1,226	2,250	2,118	1,964	1,865	1,973	2,382	2,080	2,351	2,584	2,638	2,524	896	497	267	73.2	26.4	12.2	19	9										
Indiana	985	1,683	1,472	1,383	1,749	1,860	1,978	1,962	1,692	1,969	1,850	1,837	477	229	158	47.9	13.1	9.3	42	32										
Iowa	1,298	2,243	1,775	1,772	2,278	2,251	2,233	2,254	1,542	2,189	2,176	1,969	477	45	631	36.7	2.0	41.1	36	16										
Kansas	1,172	1,532	1,627	1,444	1,971	2,091	2,215	2,062	2,007	2,529	2,458	2,331	455	244	451	38.8	12.4	22.5	39	17										
Kentucky	600	1,000	1,850	1,150	1,330	1,580	1,704	1,538	1,614	1,940	2,006	1,851	1,250	374	286	208.3	28.1	46.4	1	40										
Louisiana	1,000	1,620	2,400	1,673	1,659	2,109	2,135	1,908	1,344	1,974	2,274	1,861	1,400	475	920	140.0	28.7	68.5	2	22										
Maine	1,051	1,821	1,370	1,247	1,456	1,818	2,130	1,808	1,778	2,013	1,996	1,929	319	694	218	30.3	46.7	12.3	31	34										
Maryland	1,144	1,253	2,268	1,555	1,771	1,770	2,157	1,899	1,850	2,106	2,143	2,036	1,124	386	284	18.3	21.8	15.3	9	24										
Massachusetts	1,311	1,311	1,725	1,539	1,748	2,063	2,275	2,029	1,848	2,284	2,430	3,318	411	527	529	31.3	30.1	27.5	32	6										
Michigan	1,318	2,000	2,050	1,789	1,675	1,884	2,193	1,917	1,848	2,179	2,286	2,104	732	518	438	55.5	30.9	23.7	21	18										

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Minnesota.....	1,104	1,558	2,004	1,615	2,027	2,258	2,408	2,231	2,210	2,378	2,175	2,254	900	381	-35	15.4	18.8	-1.0	34	12
Mississippi.....	967	1,033	1,050	983	1,179	1,899	2,118	1,785	2,280	2,125	2,176	2,194	183	1,040	-104	21.1	58.3	-4.6	22	35
Missouri.....	937	1,028	1,121	1,593	1,593	1,816	2,131	1,847	1,373	1,760	1,925	1,619	181	378	108	19.6	45.1	40.7	24	41
Montana.....	1,524	1,920	2,886	2,110	2,000	2,305	2,420	2,208	2,229	2,063	2,521	2,271	1,462	440	262	89.4	21.0	13.1	16	8
Nebraska.....	1,138	1,614	2,050	1,801	1,831	1,836	2,319	1,995	1,811	1,868	2,005	1,895	912	488	824	80.1	26.7	43.5	5	25
Nevada.....	1,956	2,400	2,900	2,385	2,789	(1)	2,883	2,626	2,733	1,912	3,338	3,035	844	514	605	43.1	21.7	22.1	33	1
New Hampshire.....	1,064	1,167	1,350	1,194	1,467	2,008	2,380	1,952	1,700	1,912	2,307	1,973	286	913	607	26.9	62.2	35.7	15	31
New Jersey.....	1,753	1,784	2,173	1,903	2,504	2,783	3,052	2,810	2,433	2,613	2,763	2,603	420	458	330	23.9	17.6	13.6	44	5
New Mexico.....	1,547	1,475	1,583	1,828	1,140	1,414	1,700	1,418	1,446	1,915	2,000	1,787	46	560	554	3.0	49.1	51.9	28	36
New York.....	1,500	1,807	2,212	1,773	1,979	2,096	2,501	2,192	2,037	2,273	2,681	2,337	712	522	624	47.5	26.3	30.3	27	11
North Carolina.....	908	612	818	779	1,257	1,681	1,980	1,639	1,600	2,350	2,450	2,133	-01	723	850	-10.0	37.5	53.1	20	39
North Dakota.....	1,187	1,178	1,250	1,205	1,653	1,912	2,014	1,850	1,816	2,246	2,305	2,122	63	361	489	5.3	21.8	26.9	45	29
Ohio.....	1,170	1,480	2,023	1,558	1,883	1,922	2,195	1,900	1,958	1,736	2,255	1,987	853	311	267	72.9	16.5	15.2	26	21
Oklahoma.....	1,025	(1)	(1)	(1)	1,589	1,774	1,788	1,717	1,486	1,900	2,270	1,865	199	199	784	12.5	52.8	343	30	30
Oregon.....	1,136	1,580	1,721	1,479	1,625	2,031	2,278	1,978	1,540	2,283	2,258	2,027	585	653	718	51.5	40.2	46.6	8	25
Pennsylvania.....	1,496	1,970	2,488	1,985	1,749	1,970	2,550	2,090	1,820	1,829	2,238	1,962	962	801	418	66.3	45.8	23.0	10	14
Rhode Island.....	1,015	1,180	(1)	1,067	1,267	1,700	1,800	1,580	1,500	1,940	1,950	1,783	543	450	450	42.1	30.0	123	42	42
South Carolina.....	935	1,613	1,750	1,433	1,227	1,913	2,122	1,754	1,862	2,240	2,240	2,104	815	895	388	87.2	72.9	20.8	3	24
South Dakota.....	1,173	1,300	1,550	1,344	1,867	2,036	2,284	2,062	1,693	2,258	2,700	3,307	317	417	1,037	32.1	22.3	62.3	18	7
Tennessee.....	861	1,327	1,700	1,296	1,410	1,643	1,741	1,598	1,644	1,752	1,876	1,757	839	331	232	97.4	23.4	14.1	11	37
Texas.....	827	1,051	980	953	1,134	1,684	1,911	1,576	1,414	1,660	1,920	1,665	153	777	506	18.5	68.5	35.8	17	46
Utah.....	1,311	1,574	1,980	1,625	1,632	1,791	2,225	1,883	1,572	2,028	2,322	1,974	679	593	750	51.8	33.3	47.7	12	26
Vermont.....	950	1,052	(1)	1,001	1,850	2,198	2,237	2,092	2,075	2,020	2,181	2,093	387	387	106	20.9	5.1	147	106	28
Virginia.....	934	1,288	1,164	1,129	1,345	1,576	1,694	1,538	1,604	1,774	1,921	1,766	230	349	317	24.6	18.5	29.8	40	44
Washington.....	1,429	1,956	2,477	1,954	1,875	2,355	2,631	2,287	2,139	2,121	2,395	3,318	1,048	756	256	73.3	40.2	12.0	14	4
West Virginia.....	1,020	1,195	2,238	1,484	2,106	1,978	2,127	2,071	2,072	2,094	2,305	2,157	1,218	19	223	119.4	9	11.3	13	19
Wisconsin.....	1,333	2,137	2,172	1,881	1,927	2,136	2,422	2,142	1,872	2,053	2,173	2,033	858	495	301	66.9	25.7	16.1	25	13
Wyoming.....	1,181	1,678	1,297	1,384	1,487	1,932	2,800	2,073	2,255	2,244	3,238	2,579	116	1,313	983	88.9	9.8	43.6	7	15

1 Data not available.

2 Reports from only 2 years included.

3 Partially estimated.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 15.—Number of principals, by States, in the three types of rural schools as reported by county and other rural school superintendents for 1923, 1924, and 1925

State	Of elementary schools only			Of schools with both elementary and high-school pupils			Of organized high schools only			Total number of principals reported		
	1923	1924	1925	1923	1924	1925	1923	1924	1925	1923	1924	1925
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	4,517	1,101	873	6,185	4,827	4,053	1,858	1,445	1,145	12,560	7,373	6,071
Alabama.....	116	11	5	214	52	76	33	30	14	363	93	95
Arizona.....	47	28	35	15	22	11	18	15	22	80	65	68
Arkansas.....	37	8	9	149	79	100	20	8	17	206	95	126
California.....	876	99	183	23	16	20	147	180	137	1,046	295	340
Colorado.....	104	25	26	113	113	79	121	28	33	338	166	138
Connecticut.....	45	33	10	4	6	8	38	15	9	87	54	27
Delaware.....	24		26	13	13	13		19		37	32	39
Florida.....	49	14	28	55	52	40	35	18	14	139	84	82
Georgia.....	16	35	10	239	131	131	20	23	19	275	189	160
Idaho.....	102	42	2	103	52	51	25	15	18	230	109	71
Illinois.....	186	42	74	183	133	182	95	142	155	464	317	411
Indiana.....	147	6	9	305	296	332	71	39	10	523	341	351
Iowa.....	55	14	12	144	241	221	43	56	31	242	311	264
Kansas.....	122	65	13	255	183	124	126	116	66	503	364	203
Kentucky.....	21	2	1	90	69	50	14	5	4	125	76	55
Louisiana.....	133	5	3	156	92	93	39	19	11	328	116	107
Maine.....	59	14	5	9	11	8	76	52	25	144	77	38
Maryland.....	62	17	17	56	62	48	17	17	14	135	96	79
Massachusetts.....	62	27	4	29	16	10	38	37	21	129	80	35
Michigan.....	38	10	10	96	68	65	25	14	29	159	92	104
Minnesota.....	18	12	9	49	69	50	42	9	10	109	90	69
Mississippi.....	6	9	1	116	100	60	20	16	17	142	125	78
Missouri.....	41	23	24	113	202	110	15	35	8	169	260	142
Montana.....	49	5	7	108	71	53	17	16	17	174	92	77
Nebraska.....	55	7	1	88	190	76	27	34	21	170	231	98
Nevada.....	16	1	2	13		3	12		4	41	1	9
New Hampshire.....	14	21	1	12	13	10	43	26	7	69	60	18
New Jersey.....	289	80	64	63	65	29	24	16	15	376	161	108
New Mexico.....	30	16	7	25	28	16	13	13	2	68	57	25
New York.....	167	29	33	420	281	282	46	15	21	633	325	336
North Carolina.....	73	48	18	230	132	146	9	2	4	312	182	168
North Dakota.....	23	9	2	253	176	106	32	13	11	308	198	119
Ohio.....	190	60	13	502	447	413	72	64	60	764	671	486
Oklahoma.....	112			130	132	52	7	2	5	249	134	57
Oregon.....	132	25	7	138	87	71	40	24	31	310	136	109
Pennsylvania.....	277	30	53	478	267	269	91	67	66	846	364	378
Rhode Island.....	13	5		3	2	2	2	1	1	18	8	3
South Carolina.....	57	8	3	98	30	30	13	2	13	168	40	46
South Dakota.....	33	2	1	106	114	72	24	12	3	163	128	76
Tennessee.....	67	22	16	136	82	66	32	33	27	235	137	109
Texas.....	59	48	27	194	79	49	35	5	5	288	132	81
Utah.....	106	39	20	22	22	12	47	36	29	175	97	61
Vermont.....	20	4		28	25	23	24	15	16	72	44	39
Virginia.....	77	17	22	221	189	153	26	27	14	324	233	189
Washington.....	82	34	24	159	141	121	38	19	37	279	194	182
West Virginia.....	99	22	8	12	52	26	32	48	30	143	122	64
Wisconsin.....	84	19	9	186	105	78	43	38	28	313	166	115
Wyoming.....	27	9	19	31	19	13	11	9	4	69	37	36

TABLE 16.—Number of principals of all rural schools distributed by salary groups and by States as reported by county and other rural school superintendents in 1925

State	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 to \$2,599	\$2,600 to \$2,699	\$2,700 to \$2,799	\$2,800 to \$2,899	\$2,900 to \$2,999	\$3,000 and over	Total number of principals	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
Continental United States.....	15	17	15	20	29	75	97	84	125	152	125	187	270	171	713	270	722	296	449	192	441	390	143	231	113	48	681	6,071	
Alabama.....		7	4	2	4	7	9	2	6	1	1	10	3	2	10	2	4	5	1	6	7	1	1	1			1	95	
Arizona.....																											1	88	
Arkansas.....	10				7	7	7	13	28	1	3	1	1	1	7	1	8	3	6	2	9	1	1	3	7	7	18	126	
California.....										3	3	7	3	6	17	7	24	13	12	7	20	18	2	23	13	4	156	340	
Colorado.....							1		5	10	1	6	5	6	18	4	15	5	17	1	10	14	1	5	2	1	8	138	
Connecticut.....																												27	
Delaware.....					1	2		4	6	7	2	2	2	1	1	1	1										4	39	
Florida.....		1					15	11	11	2	9	1	7	1	8	1	4		3		5	3	1	1			1	82	
Georgia.....			5	8	7	10	14	15	9	2	4	12	16		21	5	4	5	6		9	3	3	3	1		1	160	
Idaho.....											11	1	10	4	12	4	8	2	3	2	4	6					2	71	
Illinois.....								1	5	6	3	14	14	11	43	7	41	10	30	17	38	43	17	20	17	2	72	411	
Indiana.....						2		2	2	2	13	6	41	27	75	37	67	14	12	9	12	22	4	1		3	351		
Iowa.....										1	6	17	12	3	45	13	33	17	26	9	26	15	5	10	6	4	17	264	
Kansas.....							9	5	1	2				4	12	6	25	25	30	8	24	16	12	8		14	203		
Kentucky.....	12						3	2	3	5	3	6	2	3	3	1	11	3	2		3	1	2				55		
Louisiana.....								6			3	5	1	3	18	7	25	3	4	1	12	3	1	7		8	107		
Maine.....					1		4		3	1			2	2	4	5	5			2	3				1	1	38		
Maryland.....											1		2	2	10	18	8	10	6	3	4	5				5	79		
Massachusetts.....									2	1			1		1	4	4	4	3	3	1	4	2	2	2		3	35	
Michigan.....									1		3	7	11	4	5	7	16	2	7	4	11	8	2	6	1	9	104		
Minnesota.....										1				2	9	3	8	2	13	2	5	3	7	1			9	69	
Mississippi.....										2	7	1		1	11	2	4	6	7	6	4	5					12	78	
Missouri.....									3	1	3	4	1	3	28	6	12	5	17	8	8	12	1	3	1	1	3	142	
Montana.....												2	2	3	6	2	10	6	8	2	8	9	1	3	2		15	77	
Nebraska.....										3	2	3	2	3	13	4	18	4	9	2	12	6					8	98	

Includes 2 receiving less than \$300 each.

Includes 4 receiving less than \$300 each.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 16.—Number of principals of all rural schools distributed by salary groups and by States as reported by county and other rural school superintendents in 1925—Continued

State	\$400 to \$499	\$500 to \$599	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 to \$2,599	\$2,600 to \$2,699	\$2,700 to \$2,799	\$2,800 to \$2,899	\$2,900 to \$2,999	\$3,000 and over	Total number of principals	
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
Nevada.....																													9
New Hampshire.....																													18
New Jersey.....																													108
New Mexico.....																													25
New York.....																													336
North Carolina.....	2	8	3	1																									168
North Dakota.....																													119
Ohio.....																													486
Oklahoma.....																													57
Oregon.....																													109
Pennsylvania.....																													378
Rhode Island.....																													3
South Carolina.....																													46
South Dakota.....																													76
Tennessee.....																													109
Texas.....																													81
Utah.....																													61
Vermont.....																													39
Virginia.....	1	1																											189
Washington.....																													182
West Virginia.....																													64
Wisconsin.....																													115
Wyoming.....																													36

TABLE 17.—Per cent of principals of all rural schools receiving the salaries indicated, as reported by county and other rural school superintendents in 1935

State	\$400 to \$499	\$500 to \$499	\$600 to \$699	\$700 to \$799	\$800 to \$899	\$900 to \$999	\$1,000 to \$1,099	\$1,100 to \$1,199	\$1,200 to \$1,299	\$1,300 to \$1,399	\$1,400 to \$1,499	\$1,500 to \$1,599	\$1,600 to \$1,699	\$1,700 to \$1,799	\$1,800 to \$1,899	\$1,900 to \$1,999	\$2,000 to \$2,099	\$2,100 to \$2,199	\$2,200 to \$2,299	\$2,300 to \$2,399	\$2,400 to \$2,499	\$2,500 to \$2,599	\$2,600 to \$2,699	\$2,700 to \$2,799	\$2,800 to \$2,899	\$2,900 to \$2,999	\$3,000 and over	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Continental United States	0.2	0.3	0.2	0.3	0.5	1.2	1.6	1.4	2.1	2.5	2.1	3.1	4.4	2.8	11.7	4.4	11.9	4.9	7.4	3.2	7.3	6.4	2.4	3.8	1.9	0.8	11.2	
Alabama		7.4	4.2	2.1	4.2	7.4	9.5	2.1	6.3	1.1	1.1	10.5	3.1	2.1	10.5	2.1	4.2	5.3	1.1	6.3	7.4	1.1	1.5	14.7	4.4	10.3	1.1	
Arizona					4.2	5.1	10.2	1.5	6.3	1.1	1.1	10.5	3.1	2.1	10.5	2.1	4.2	5.3	1.1	6.3	7.4	1.1	1.5	14.7	4.4	10.3	1.1	
Arkansas	17.9			1.6	5.6	2.6	5.6	10.3	22.2	5.6	5.6	8	8	8	3.2	8	6.3	4.8	4.8	1.5	1.5	8.8	5.9	1.5	14.7	4.4	10.3	20.5
California											9	2.1	3.6	4.4	13.0	2.9	10.9	3.6	12.3	7	7.3	10.1	2.9	3.6	1.4	8	5.8	
Colorado							7		3.6	7.3	7	4.4	3.6	4.4	13.0	2.9	10.9	3.6	12.3	7	7.3	10.1	2.9	3.6	1.4	8	5.8	
Connecticut													7.4	3.7	3.7	3.7	7.4	7.4	3.7	14.8	18.6	3.7	3.7		3.7	3.7	14.8	
Delaware					2.6	5.1		10.2	15.4	17.9	5.1	5.1	5.1	2.6	20.5	2.6	2.6	4.9	3.7		6.1	1.3	3.7	2.4			2.6	
Florida		1.2				2.4	18.3	1.2	13.4	2.4	11.0	1.2	8.6	1.2	4.9	1.2	9.8	4.9	3.7		6.1	1.3	3.7	2.4			2.6	
Georgia			3.1	5.0	4.4	6.3	8.8	9.4	5.6	1.2	2.5	7.5	10.0	13.1	3.1	2.5	11.4	3.1	8.8		5.6	1.9	1.9	6	.6		1.2	
Idaho											15.5	1.4	14.1	5.6	10.9	5.6	11.4	2.8	4.2	2.8	5.6	8.6		2.8			2.8	
Illinois								3	1.2	1.5	7	3.4	3.4	2.7	10.5	1.7	10.0	2.4	7.3	4.1	9.2	10.5	4.1	4.9	4.1	.5	17.5	
Indiana								.6	.6	.6	2.7	1.7	11.7	7.7	21.4	10.5	19.1	4.0	3.4	2.6	3.4	6.2	1.1	3			17.5	
Iowa											3	2.7	6.4	4.5	1.1	17.0	4.9	12.5	6.4	9.8	3.4	9.8	5.7	1.9	1.9	1.5	6.4	
Kansas													2.0	5	5.9	2.9	12.3	12.3	14.8	3.9	11.9	7.9	5.9	3.9	.5		6.9	
Kentucky	13.6										5.5	10.9	3.6	5.5	5.5	1.8	20.0	5.5	3.6		5.5	1.8	3.6					
Louisiana								4.7			2.8	4.7	9	2.8	16.8	6.5	23.4	2.8	3.7	9	11.2	2.8	.9	6.5		.9	7.5	
Maine													3.3		10.5	13.2	13.2	10.6	10.6	5.3	7.9		2.6	2.6	2.6	2.6	2.6	
Maryland											1.3		2.5	2.5	12.7	22.8	10.1	12.7	7.6	10.1	5.1	6.3					6.3	
Massachusetts													2.9	2.9	11.4	11.4	11.4	5.7	8.6	8.6	2.9	11.4	5.7	5.7	5.7	1.0	8.7	
Michigan											2.9	6.7	10.6	3.8	4.8	6.7	15.4	1.9	6.7	3.8	10.6	7.7	1.9	5.8				
Minnesota												5.8		2.9	13.1	4.4	11.6	2.9	18.9	2.9	7.2	4.4	10.1		1.4		13.0	
Mississippi												1.2	1.2	2.6	14.1	2.6	5.1	7.7	9.0	7.7	5.1	6.4		2.6			13.4	
Missouri												2.8	4.0	2.1	19.7	4.2	8.5	3.5	12.0	3.5	5.7	8.5	.7	2.1	.7	.7	2.1	
Montana												2.6	2.6	3.9	7.8	2.6	13.0	7.8	10.4	2.6	10.4	11.7	1.3	3.9	2.6		19.4	
Nebraska											3.1	3.1	2.0	3.1	13.3	4.1	18.3	4.1	9.2	2.0	12.2	6.1		4.1	5.1		8.2	

* Includes 4 principals receiving less than \$300 each.

* Includes 2 principals receiving less than \$300 each.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 17.—Per cent of principals of all rural schools receiving the salaries indicated, as reported by county and other rural school superintendents in 1925—Continued

State	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Nevada.....											5.6						5.6	16.6	16.6	11.1	5.6							
New Hampshire.....																	2.8	3.6	2.8	9.2								
New Jersey.....																	4.0	4.0	4.0	4.0								
New Mexico.....																	4.4	10.1	3.9	5.9	4.4	10.1	9.9	3.9	5.3	3.3	3.3	17.9
New York.....																	11.6	4.4	10.1	3.9	5.9	4.4	10.1	9.9	3.9	5.3	3.3	17.9
North Carolina.....																	2.9	13.7	4.2	3.6	1.2	9.5	4.8	1.2	1.2			
North Dakota.....																	8.4	9.2	13.4	5.9	3.4	2.5	2.5	4.2	2.5			
Ohio.....																	5.0	16.5	8.2	13.1	4.7	9.0	7.4	1.7	2.0	2.0		
Oklahoma.....																	24.5	14.0	3.5	10.5		1.8	1.8	1.8	1.8			
Oregon.....																	21.1	7.3	16.5	5.5	6.4	3.7	11.0	5.5	1.9	5.5		
Pennsylvania.....																	10.6	5.3	13.2	4.5	5.0	2.1	6.1	8.5	4.5	3.9	2.4	
Rhode Island.....																	33.3	33.3	37.0									
South Carolina.....																	4.3	8.7	19.7									
South Dakota.....																	7.9	5.3	19.7									
Tennessee.....																	24.8	9.5	2.8	4.6	4.6							
Texas.....																	11.1	6.2	2.5	9.9	2.5							
Utah.....																	6.6	6.6	9.8	6.6	13.1	3.3	3.3	3.3	1.6	6.6		
Vermont.....																	5.1	2.8	12.8	5.1	2.6	5.1	2.6	17.9	12.8	7.7		
Virginia.....																	4.8	6.9	1.6	7.9	1.1	6.9	2.6	1.1	5.5	1.1		
Washington.....																	1.7	7.1	4.4	14.8	3.3	6.0	4.9	12.6	7.2	3.3	8.8	
West Virginia.....																	3.1	10.9	6.3	14.1	1.6	3.1	7.8	10.9	3.1	4.7	3.1	
Wisconsin.....																	12.1	5.2	7.8	17.4	4.3	6.9	8.6	5.2	9.5	1.7		
Wyoming.....																			2.8	3.5	2.8	3.5	2.8					

TABLE 18.—Number and per cent of principals of rural schools in 1925 receiving salaries indicated

Annual salaries	Of elementary schools only		Of schools having both elementary and high-school pupils		Of organized high schools only		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9
\$300 to \$399.....	4	0.5	2	0.04			6	0.1
\$400 to \$499.....	3	.3	4	.1	2	0.2	9	.1
\$500 to \$599.....	10	1.1	7	.2			17	.3
\$600 to \$699.....	4	.5	11	.3			15	.2
\$700 to \$799.....	10	1.1	8	.2	2	.2	20	.3
\$800 to \$899.....	7	.8	20	.5	2	.2	29	.5
\$900 to \$999.....	45	5.2	28	.7	2	.2	75	1.2
\$1,000 to \$1,099.....	27	3.1	55	1.4	15	1.3	97	1.6
\$1,100 to \$1,199.....	18	2.1	57	1.4	9	.8	84	1.4
\$1,200 to \$1,299.....	37	4.2	82	2.0	6	.5	125	2.1
\$1,300 to \$1,399.....	46	5.3	87	2.1	19	1.7	152	2.6
\$1,400 to \$1,499.....	23	2.6	91	2.2	11	.9	125	2.1
\$1,500 to \$1,599.....	41	4.7	136	3.4	10	.8	187	3.1
\$1,600 to \$1,699.....	46	5.3	197	4.9	27	2.4	270	4.4
\$1,700 to \$1,799.....	37	4.2	111	2.7	23	2.0	171	2.8
\$1,800 to \$1,899.....	184	9.6	522	12.9	107	9.3	713	11.7
\$1,900 to \$1,999.....	36	4.1	183	4.5	51	4.5	270	4.4
\$2,000 to \$2,099.....	64	7.3	547	13.5	111	9.7	722	11.9
\$2,100 to \$2,199.....	35	4.0	209	5.2	52	4.5	296	4.9
\$2,200 to \$2,299.....	45	5.2	296	7.3	108	9.4	449	7.4
\$2,300 to \$2,399.....	14	1.6	131	3.2	47	4.1	192	3.2
\$2,400 to \$2,499.....	43	4.9	309	7.6	89	7.8	441	7.3
\$2,500 to \$2,599.....	44	5.1	258	6.4	88	7.7	390	6.4
\$2,600 to \$2,699.....	13	1.5	97	2.4	33	2.9	143	2.4
\$2,700 to \$2,799.....	39	4.5	143	3.5	49	4.3	231	3.8
\$2,800 to \$2,899.....	16	1.8	59	1.5	38	3.3	113	1.9
\$2,900 to \$2,999.....	9	1.0	26	.6	13	1.1	48	.8
\$3,000 and more.....	73	8.4	377	9.3	231	20.2	681	11.2
Total.....	873	100.0	4,053	100.04	1,145	100.0	6,071	100.0

† Median salary group.

SALARIES OF RURAL SCHOOL TEACHERS

TABLE 19.—Number of county and other rural superintendents of schools and their salary medians, by States, 1922 and 1928

State	1922		1928		Increase for 6-year period	Per cent increase for 6-year period
	Number	Salary median	Number	Salary median		
1	2	3	4	5	6	7
Continental United States.....	3,239	\$1,793	3,370	\$2,144	\$351	19.5
Alabama.....	61	2,260	67	2,958	698	30.9
Arizona.....	14	2,100	14	2,400	300	14.2
Arkansas.....	63	1,718	75	2,737	1,019	59.3
California.....	58	1,931	58	2,700	769	39.8
Colorado.....	63	1,305	63	1,500	195	14.9
Connecticut.....	27	2,475	31	3,000	525	21.2
Delaware.....	3	3,600	1	4,000	400	11.1
Florida.....	54	1,692	65	2,500	808	47.7
Georgia.....	155	1,289	160	1,600	311	24.1
Idaho.....	44	1,500	44	1,500		
Illinois.....	102	2,435	102	2,600	163	6.7
Indiana.....	92	1,865	90	2,254	389	20.8
Iowa.....	96	1,705	99	1,800	95	5.6
Kansas.....	105	1,260	105	1,572	312	24.8
Kentucky.....	120	966	120	2,000	1,034	107.0
Louisiana.....	64	2,470	64	3,000	530	21.4
Maine.....	132	2,213	132	2,535	322	14.5
Maryland.....	23	2,250	23	3,500	250	11.1
Massachusetts.....	77	2,576	73	3,000	424	16.4
Michigan.....	80	1,493	83	1,828	335	22.4
Minnesota.....	86	1,793	87	1,967	174	9.7
Mississippi.....	72	2,643	63	1,900	743	28.1
Missouri.....	114	1,282	114	1,350	68	5.3
Montana.....	54	1,650	56	1,800	150	9.1
Nebraska.....	93	1,821	93	1,900	79	4.3
Nevada.....	5	2,000	5	2,400	400	20.0
New Hampshire.....	57	2,871	67	3,500	629	21.9
New Jersey.....	21	4,000	21	4,000		
New Mexico.....	28	1,750	31	2,000	250	14.3
New York.....	197	1,783	208	3,160	1,377	77.2
North Carolina.....	100	1,792	100	3,000	1,208	67.4
North Dakota.....	53	1,638	53	1,800	162	9.9
Ohio.....	88	2,993	88	3,411	418	13.9
Oklahoma.....	77	1,380	77	1,826	446	32.3
Oregon.....	36	1,330	36	1,600	270	20.3
Pennsylvania.....	66	2,727	66	3,703	776	28.4
Rhode Island.....	6	1,950	6	2,688	738	37.8
South Carolina.....	35	1,440	46	1,550	110	7.6
South Dakota.....	55	1,513	68	1,600	87	5.7
Tennessee.....	57	1,450	95	2,100	650	44.8
Texas.....	148	2,095	150	2,000	95	4.5
Utah.....	34	2,100	33	2,600	500	23.7
Vermont.....	51	2,231	41	3,118	887	39.7
Virginia.....	87	1,755	108	2,681	926	47.1
Washington.....	39	1,750	39	1,800	50	2.8
West Virginia.....	55	1,464	55	1,780	316	21.6
Wisconsin.....	71	1,886	72	2,144	258	13.7
Wyoming.....	21	1,065	23	1,800	735	69.0

1 Decrease.